



### DoDEA Shows True Colors For Red Ribbon Week

For many students, September is a time of new resolutions. Red Ribbon Week, October 22-30, presents an opportunity to help students resolve to lead drug free lives. The event brings educators and military personnel together to increase parental involvement and raise awareness about substance abuse.

Clarence Bostic, Acting Chief of Science, Health Education and Physical Education, is leading the Red Ribbon Initiative for DoDEA this year. In a recent interview, Bostic explained: “Red Ribbon Week brings schools, commands, and communities together to raise awareness of the dangers of alcohol, tobacco, and other drugs; encourage prevention, early intervention, and treatment services.” He offered the following examples of creative ways DoDEA students observed Red Ribbon Week last year:



*Major General Peter Talleri leads students at Camp Butler in a pledge to remain drug free.*

- ▶ Students at W.T. Sampson Elementary/High School in Cuba signed a banner, in red marker, pledging to avoid substance abuse.
- ▶ Vilsek Elementary students, some as young as five years old, planned their own Red Ribbon Week activities which included wearing colorful socks one day to “sock it to drugs.”
- ▶ Ryuku Middle School in Okinawa held a Drug Free Field Day at which 60 parents/sponsors and community members volunteered.
- ▶ Three schools in Okinawa: Kubasaki, Lester, and Zukeran, coordinated an assembly. Some 1,400 students, staff, and community members marched to the Camp Foster parade ground while a CH-46 Sea Knight helicopter flew overhead. Major General Peter Talleri, Commanding General of Marine Corps Base Camp Butler, led students in a pledge to live drug free lives.

The point, Bostic noted, is to help the entire school community think about the message: “We have to remind our students in lots of different ways that drugs are dangerous.” Administrators can find Red Ribbon Week information on the DoDEA Blackboard or the U.S. Department of Justice Web site: [www.justice.gov/dea/ongoing/redribbonfactsheet.html](http://www.justice.gov/dea/ongoing/redribbonfactsheet.html). ■

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## Safety and Security Professionals Convene at DoDEA Headquarters



*Rose Chunik, Chief, DoDEA Office of Safety and Security, introduced the Worldwide Workshop with an overview of global security trends.*

DoDEA's Safety and Security professionals met at DoDEA headquarters in Arlington, Virginia July 25-28, for the eighth annual "all hands" Worldwide Safety and Security Workshop. The workshop theme, "Evolving Safety & Security Practices to Meet the Needs of Education in the 21st Century" aptly summarized the interactive discussions that helped participants identify best practices in safety and security; better understand roles, responsibilities, and resources; and discover opportunities for team building and developing enhanced communication channels. Participants also discussed how to better standardize practices designed to keep all students in DoDEA safe and secure.

Acting DoDEA Director, Marilee Fitzgerald kicked off the workshop, which featured detailed briefings from a range of headquarters personnel. In addition, guest speakers led guided discussions regarding the latest research and trends in school violence prevention, preparedness, response, and recovery. Highlights of the presentations included:

- ▶ Maggie DeBoard, Assistant Chief of Police, Fairfax County, Virginia, gave a stirring presentation about implementing the National Incident Management System (NIMS)/ Incident Command System (ICS) in DoDEA's operational environment (See article on page 3).

- ▶ Melissa Reeves, Ph.D., National Association of School Psychologists (NASP) described the Prepare curriculum developed to assist in training school crisis management teams to understand how to coordinate their response to a critical incident.
- ▶ William Modzeleski, Associate Assistant Deputy Secretary, Office of Safe & Drug Free Schools, U.S. Department of Education, provided insight into the U.S. Secret Service and Department of Education Safe Schools Initiative. Modzeleski noted student perpetrators had confided that "If they had one adult they could talk to," they would not have gone through with their attack.

Designated participants offered insights based on lessons learned. Dr. Renee La Fata, Instructional Systems Specialist, Pupil Services, DDESS, described the efforts of mental health professionals to support students during difficult times. Participants returned to their districts with a deeper understanding of the resources available to protect students and staff.

## National Depression Screening Day

When a parent suffers from undiagnosed depression, children are affected too. School administrators can help spread the word through parent newsletters and the Parent Teacher Organization (PTO) about free and anonymous screenings offered by Military Pathways.

The program offers anonymous, self-directed mental health and alcohol screening for family members and service personnel affected by deployment and mobilization. The screenings are available in-person through health fairs and events on installations and at [www.MilitaryMentalHealth.org](http://www.MilitaryMentalHealth.org). ■

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## Organizing the Crisis Management Team

With competing schedule demands at the start of the school year, it can be tough to make time to organize the Crisis Management Team. Using the National Incident Management System (NIMS)/Incident Command System (ICS) to organize and plan a response can allow the team to quickly organize and understand their roles. DoD Instruction 2000.16 requires DoD to adopt NIMS/ICS.

During a recent interview, Maggie DeBoard, Assistant Chief of Police for Fairfax County, Virginia, acknowledged that some people do not appreciate the value of taking time to organize the Crisis Management Team until a crisis occurs. DeBoard noted that for many individuals, crisis management is “a side job,” but when something happens everybody scrambles and thinks, “I should have gone to that training.”



*Maggie DeBoard, Assistant Chief of Police, Fairfax County, Virginia, addresses the Worldwide Workshop.*

DeBoard teaches crisis management teams to use ICS to organize their response. The ICS is a business management process applied to incident management. “It is a process that organizes the chaos into functional components and defined roles,” explained DeBoard. “That way, I know what my role is.”

DeBoard listed the benefits of using ICS for crisis management: “It strictly defines command and control. There are no redundant actions. No actions are dropped, and everybody knows what they need to do.” Without this structure, noted DeBoard, “Incidents have communication issues.”

“On a day to day basis, you don’t need it because everything flows,” added DeBoard. “It is only when you have a complex problem that you need it.” For tips on how to plan and conduct the first Crisis Team Meeting and resources for additional information, see the text box below. ■

### Tips for the First Team Meeting

Invite the following people to the first Crisis Management Team meeting: school secretary/registrar, principal, assistant principal (if applicable), nurse, school counselor, school psychologist, custodian, supervisory management services specialist (if applicable), and teachers who choose to serve on the crisis management team. In addition:

- ✓ Publish an agenda that clearly indicates why these people cannot do their jobs if they do not attend.
- ✓ Verify contact information for team members, review roles and responsibilities, and describe emergency procedures.
- ✓ Conclude by scheduling the first drill and follow-on sessions with subgroups to work on prevention, preparedness, response, and recovery. ■

### Crisis Management Resources

The Area or District Safety and Security Officer should be the first person the principal consults for assistance with Crisis Management.

DoDEA Crisis Management Guide – lists school officials who should be on the team, their roles and duties, and provides an overview of Crisis Management with planning templates. The guide is available on the DoDEA Web site at [www.dodea.edu/instruction/crisis/resources/docs/DoDEA\\_Crisis\\_Manag\\_Guide\\_07.pdf](http://www.dodea.edu/instruction/crisis/resources/docs/DoDEA_Crisis_Manag_Guide_07.pdf).

The U.S. Department of Education’s Office of Safe and Drug Free Schools provides information on emergency preparedness planning for K-12 schools and NIMS/ICS at [www.ed.gov/admins/lead/safety/emergencyplan/index.html](http://www.ed.gov/admins/lead/safety/emergencyplan/index.html) or <http://training.fema.gov>. ■

## Spice: Designer Drug Targets Soldiers and Teens

A year ago, most people thought of “Spice” as either a flavor enhancer or an inexpensive men’s cologne. Increasingly, however, law enforcement agencies, military police, physicians, school administrators, and even parents are learning that Spice is a new designer drug that gives users a “high” similar to that experienced after smoking marijuana. Also known as K2 and RedXDawn, these synthetic cannabinoids are manufactured in a lab and then sprayed onto dried herbs. Because there is not yet an efficient way to test for this drug, Spice has become popular among youth and those who regularly undergo drug screenings, such as military personnel and students at the military academies.



The dangers of this new drug are only beginning to emerge. The warning signs are also the symptoms of drug use: elevated heart rate, elevated blood pressure, anxiety, numbness and tingling, vomiting, agitation, hallucinations, tremors and seizures. Sometimes use of the drug among young people is not reported until a student is rushed to the emergency room and their peers confess. Warning youth of the factual risks of using synthetic cannabinoids encourages students to seek help for peers who are using these substances.

In July, DoDEA issued a notice to raise awareness among teachers and parents of the dangers of Spice and to encourage them to talk to students about avoiding this drug. The Air Force recently added new language to its substance abuse policy in large part because of the prevalence of Spice. Air Force Instruction 44-121, which deals with alcohol and drug abuse, states that the use of any intoxicating substance, with the exception of alcohol and tobacco, is a violation of Article 92 of the Uniform Code of Military Justice. A memo signed by Lieutenant General Charles Green, M.D., Surgeon General for the Air Force, states:

*“The knowing use of any intoxicating substance, other than the lawful use of alcohol or tobacco products, that is inhaled, injected, consumed, or introduced into the body in any manner to alter mood or function is prohibited.”*

In the Army, use of uncontrolled intoxicants, including natural substances, is prohibited under Army Regulation 600-85, which governs the service’s substance abuse program. In response to increasing use of Spice, commanders at nine Army installations have issued specific policies describing the substance and banning its use. A dozen students have been expelled from the Naval and Air Force academies for using this drug.

### “Time To Talk:” An Intervention Kit Designed by Military Health Experts for Military Teens

Sometimes parents need help getting the conversation going. The Partnership for a Drug-Free America, together with the National Military Family Association, and the National Association of School Nurses have developed a tool kit for talking to military teens about how to avoid substance abuse. The kit includes fact sheets, tips, and scripted conversations. To learn more visit [www.timetotalk.org/military](http://www.timetotalk.org/military). ■

Red Ribbon Week (October 22-30) presents an opportunity to highlight the dangers of illicit drug use. Challenging students to include warnings regarding Spice, bath salts, and other substances, in their observances of Red Ribbon Week offers one way to increase awareness of the dangers of designer drugs among students, staff, and parents/sponsors. For more information on how to talk to kids about avoiding drug use, visit <http://teens.drugabuse.gov/facts/index.php>. For information about substance abuse prevention, contact [safeschools@csc.com](mailto:safeschools@csc.com). ■

## Solution Exists Between Keyboard and Chair

Sometimes when using social networking Web sites, the greatest opportunity to enhance security exists not in the computer software or the hardware, but in the “human-ware” — the person sitting between the keyboard and the chair. Each individual controls four decisions that help protect privacy and maintain security: what personal information to share, whether to post data such as pictures, how closely they will guard their passwords, and how tightly they will set their privacy and security settings.

Scott Milliman, from the Interagency Operations Security (OPSEC) Support Staff, recently asked a DoDEA audience, “Ever hear a help desk person tell someone in the background that they were working on a PEBKAC issue?” He explained that the acronym stands for Problem Exists Between Keyboard and Chair (PEBKAC). Milliman turned that perspective around to show how educating students and staff members about the consequences of poor choices online can help them practice tighter cybersecurity for a lifetime. The following areas offer specific opportunities for individuals to tighten their cybersecurity practices.

**Protect personal information** – Most students and staff members have become savvy about not posting personal information such as their name, phone number, or e-mail address. They might not be aware, however, that the personal profile a user fills out when establishing an account can be mined by firms purchasing the information for advertising purposes — this information can later be re-sold to adversaries of the United States. Milliman suggested the guiding principle should be to opt out of the optional information fields. Milliman posed the rhetorical question, “Why post a birth date, last name, or information about family members if you do not have to?”

**Posting data such as pictures on social networks** – Pictures pose two risks on the Internet: Images that depict fun times can reappear years later to raise questions in the minds of potential employers, college admissions officials, or security clearance background investigators. Milliman noted that surveys indicate 50 percent of employers now check social networking sites as a routine part of their research on job applicants.

The second problem with posting pictures online is that they can give away more information than intended. Embedded meta-tags reveal the location where pictures were taken and need to be removed before posting. Also, check that details in the background do not give an adversary OPSEC clues.



**Safeguarding passwords** – Some social networking sites attempt to trick users into divulging passwords and then send spam messages to all of their connections or friends. Milliman advises individuals to make up different passwords for each application and refuse to divulge them. Details in the background can also indicate location.

**Using privacy and security settings** – Not everyone finds it easy to understand the instructions for privacy and security settings. Let the security parameters default to the most stringent setting or use the help function to learn about the options. In addition, employing healthy skepticism before running an application, or opening an executable file, is as wise a practice on social networks as it is with e-mail.

The Interagency OPSEC Support Staff reminds everyone: “While social networking sites can be useful and fun, they can provide terrorists, spies, and criminals with critical information needed to harm you.” Practicing personal responsibility online helps individuals protect themselves and their school community. For a checklist on security tips to practice when using social networking sites, contact [safeschools@csc.com](mailto:safeschools@csc.com). ■

## Avoiding Heat Injuries

Hot weather and exercise can sometimes result in heat injuries. As Michael Bradford, Safety and Occupational Health Manager, DoDDS-Europe explained, “Leaders, supervisors, adults, and especially coaches need to be reminded that all heat injuries are preventable.”

Prevention is possible by recognizing the early warning signs. Indicators of heat exhaustion include:

- ◆ Pale, cool, moist skin;
- ◆ Profuse sweating;
- ◆ Muscle cramps or pains;
- ◆ Faintness or dizziness;
- ◆ Headache, weakness, thirst or nausea; and
- ◆ Core body temperature of 100 degrees Fahrenheit (37.7 degrees Celsius).



Abnormal behavior, confusion, or loss of consciousness could signal a more severe heat injury. The following symptoms require immediate medical attention: hyperventilating, vomiting, a body temperature of 105 degrees Fahrenheit, or an elevated blood pressure that suddenly drops.

Bradford acknowledged that school sports are often an opportunity for students to learn how to make smart health choices to protect themselves: “A good coach will have stressed the virtues of substance free training and will have done everything to council, advise, and demand a substance free team.” He cautioned, however, that medications and energy drinks can make individuals more susceptible: “The use of medications, drugs, alcohol, and even nutritional supplements and energy drinks will alter how individuals respond to heat.” For additional information on heat injury prevention, contact the school nurse or visit the Centers for Disease Control and Prevention at [www.cdc.gov/niosh/topics/heatstress](http://www.cdc.gov/niosh/topics/heatstress). ■

## Establishing a Culture of Respect

DoDEA is sending anti-bullying materials to every school to assist educators in establishing a culture of respect. The materials include a DVD with videos, a facilitator’s guide, and materials tailored to elementary, middle, and high schools. The accompanying Web site, [www.StopBullying.gov](http://www.StopBullying.gov), includes supplemental information for students, parents, and educators.

Unveiled at the March 10, 2011 White House Conference on Bullying Prevention, the Stop Bullying Now program was developed by the Health Resources and Services Administration (HRSA) in the U.S. Department of Health and Human Services. The program is designed to ensure everyone understands the risk factors and warning signs of bullying, and how to intervene in response to bullying. In addition, the materials address cyberbullying and how to implement a comprehensive bullying prevention program.

The Stop Bullying Now program emphasizes the critical leadership role that school administrators play in implementing a comprehensive approach to prevent bullying. The program encourages principals to “Take advantage of staff meetings, assemblies, classes, parent meetings, newsletters to families, the school Web site, and the student handbook to establish a school culture of acceptance, tolerance, and respect.” For additional information visit [www.stopbullying.gov](http://www.stopbullying.gov). ■