



DoDEA

SAFE *Schools*

NEWSLETTER



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Plan Now for Students Against Violence Day!

October 20th is Students Pledge Against Gun Violence Day. The focus of this event is to educate students about gun violence. As a part of the activities students are encouraged to sign a voluntary pledge form that they will: never carry a gun to school; never solve a dispute with a gun; and try to prevent these actions from occurring among their peers. To hold this event in your school, visit: <http://www.pledge.org/>. ■



*Participate in the
Administrator Contest!*

See Page 3 for Details

Beslan Attack Increases Terrorist Threat

The September 1-3 hostage incident at School #1 in Beslan, Russia is a realigning event, as was the attack on Columbine High School. The Columbine incident broke the "psychological barrier" associated with violence in our schools. Now that international terrorists have crossed this psychological barrier, we must reemphasize our commitment to provide safe and secure schools through our up to date emergency planning and physical security safeguards.

Although initial reports are often flawed, lessons that can be learned from the Beslan incident include:

1. The attackers selected a school that was essentially defenseless and unprepared for any outside aggression.
2. The terrorists attacked at a vulnerable point in time: during an opening of school ceremony.
3. During the initial minutes terrorists killed those who resisted.



How are these lessons relevant to DoDEA? Risk to DoDEA schools appears to vary depending on geographic location (i.e., in a high threat area) and type of installation (i.e., off base, on base without guards at the entrance, and on base with guards). Consider conducting a School Hazard Analysis in coordination with your Safety and Security Office to assess your risk.

Fortunately, DoDEA administrators already have antiterrorism plans and a framework to address these threats. In light of the recent tragedy, review the Safe School Planning formula (SSP = RRP + IRP) to identify security measures that could deter or mitigate such an attack.

See page 2 of this newsletter for ideas on how to deter terrorist attacks.

Resources available to assist with antiterrorism efforts, include:

- ◆ Your Safety & Security Officer
- ◆ Your Installation Antiterrorism Officer
- ◆ The Safe Schools Handbook Chapter 4: Antiterrorism Planning
- ◆ The DoDEA Antiterrorism Program (Regulation 4700.1) available at: http://www.dodea.edu/foia/iod/pdf/4700_1.pdf.
- ◆ Your School Antiterrorism Plan ■

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Deterring Terrorist Attacks

Establishing highly visible security measures at a school may help deter terrorists by encouraging them to choose a different target. Consider whether these physical security measures might be appropriate for your school.

Security Patrols

- ◆ Position a staff member with a radio at the school entrance to convey the message that the school is secure, prepared and ready to respond.
- ◆ Coordinate with the local command to arrange for security officials to check school grounds more frequently.



Visitor Access

- ◆ Tighten visitor access control procedures.
- ◆ Ensure visitors sign in and obtain a badge.
- ◆ Train staff on how to politely, but firmly direct visitors without a badge to the front office (i.e., asking "Can I help you?" or stating "Our security procedures require that everyone sign in at the office for our mutual protection").

Security Awareness Training

- ◆ Train staff, students and parents to recognize and report suspicious vehicles, packages or individuals.
- ◆ Security awareness training reassures the school community and educates them on the role they play.

Drills

- ◆ Practice lockdown and evacuation drills.
- ◆ Include tough scenarios. Consider conducting drills when students are between classes, in the cafeteria or outside on athletic fields.

Careful security training and protective action drills ensure that given even a minimal warning students and staff can respond to limit the loss of life. ■

Safety & Security Officers Take FEMA Course

During the period July 26 through 29, 2004, DoDDS Europe Area Safety and Security Officers Steven Reinbrecht and Timothy Krause, along with Heidelberg District Safety and Security Officer Gene Hindle, attended a course in Maryland entitled, "Multi-Hazard Emergency Planning for Schools Train-The-Trainer (E362)." The course, taught by the Federal Emergency Management Administration (FEMA), teaches skills to develop effective emergency operations plans for school emergencies.

Hindle said he gained valuable information from the course and planned to use the concepts in the revision of his schools' Antiterrorism Plans. Hindle said, "I plan to share the concepts from this course with the 26 schools I support."

Tim Krause said, "The all-hazards approach is where we need to focus our efforts. We are well prepared now, but integrating the all-hazards information will tie our plans together."

Steve Reinbrecht said he received excellent resources at the FEMA course. Reinbrecht underscored the need for schools to take an all-hazards approach to emergency planning and said it should also include natural and man-made disasters. He said, "We must take an all-hazards approach to emergency planning. Senior management is key and I expect to receive great support in promoting the program." Reinbrecht also stressed the need for mutual aid agreements between the schools and local communities.



Gene Hindle (left) with Steve Reinbrecht (right).

To register for "Multi-Hazard Emergency Planning for Schools (E-362)," go to: <http://www.training.fema.gov/emiweb/emiSchool/schoolsafety1.asp>.

If you cannot travel to the one-week training, a modified version of the course is available online at: <http://www.training.FEMA.gov/emiweb/IS/is362.asp>. ■



ACT NOW: School Administrator Contest

Do you have a policy, program or physical security measure that has helped improve your Safe School Plan? Are you itching to share these solutions and best practices with your fellow DoDEA administrators?

If so, we have a great contest for you! The prize for submitting your prevention or security solution story is a video tape titled, *A Critical Incident: What to do in the First 20 Minutes*. The 26-minute long video depicts a dramatization of a school shooting incident.

The video describes several actions that schools should consider taking when faced with a critical incident. The video comes with a Critical Incident Response Guide which includes helpful information on responding to a crisis.

The first 10 administrators to submit their success story will receive a copy of the video and guide. Submit your story today to: jbloom4@csc.com. If you would like support drafting your prevention or security solution story please let us know. ■

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Rates of Youth Death Highest in U.S.

Have you ever wondered if other countries have problems with youth violence? The results of a study conducted by the World Health Organization and reported in the June issue of *Archives of Pediatrics and Adolescent Medicine*, titled "A Cross-National Study of Violence-Related Behaviors in Adolescents," found that U.S. teenagers and those in four other countries (Ireland, Israel, Portugal, and Sweden) behave similarly in their aggression of violence. Occasional fighting was common, but frequent weapon carrying or injuries from fighting were not. The report found, however, that violence among teens in the U.S. is more likely to result in death. The National Institute of Child Health and Human Development funded the U.S. participation in the study.

Additionally, the study showed that occasional fighting and bullying occurred among young adolescents in all five countries, but bullying appears to be more common in the United States. Reprints of "A Cross-National Study of Violence-Related Behaviors in Adolescents" are available by E-mail from the NIH at: Scheidtp@nih.gov. ■

----- FAST FACT -----

A high percentage of both the victims and perpetrators of hate violence are under the age of 18, including:

33% of all hate crime offenders, and

30% of all victims.

Source: <http://www.partnersagainsthate.org>

How to Begin SY2004-05 Right!

Coordination with emergency responders and command officials will speed the implementation of an effective Incident Response Plan (IRP). The table below provides some suggested actions and deadlines for updating your current IRP.

Incident Response Planning Actions

Goal	Action	Due Date	Person Responsible
Establish an IRP Team	Assemble team: <ul style="list-style-type: none"> Identify members Explain/assign roles (Include District Safety & Security Officers) 	15 Sept. 2004	
Coordinate with Command	Request that a command representative attend the following: <ul style="list-style-type: none"> Planning meetings Parent forums Tabletop exercises 	20 Sept. 2004	
Coordinate with Emergency Response Services	Establish dates to: <ul style="list-style-type: none"> Review the IRP Designate a Command Post & Alternative Command Post Observe drills Conduct table-top exercises 	4 Oct. 2004	
Inform Faculty	Sample Agenda might include: <ul style="list-style-type: none"> Introduce Team Explain Roles Purpose of an IRP Team Review Protective Actions 	4 Oct. 2004	
Plan regular Protective Action Drills	<ul style="list-style-type: none"> Distribute drill procedures to IRP team and all staff 	25 Oct. 2004	

Involve base officials, the Superintendent, and your DSSO at the beginning of your planning. Close coordination with command representatives and emergency responders strengthens the community's commitment to the IRP and participation in drills and exercises. For assistance preparing your IRP, see Chapter Two of your DoDEA Safe Schools Handbook. Contact the Safe Schools Technical Assistance Team for more support at: safeschools@csc.com. ■

President Unveils Anti-Drug Initiative

In mid-July, President Bush introduced a new initiative in the fight against drug abuse. The Parent Corps initiative will support parents in the effort to prevent drug abuse by their children. "We know parents remain the most important influence on their children, particularly when it comes to decisions about drugs," said John Walters, Director of the Center for National Drug Control Policy. For more on the story, go to: www.mediacampaign.org/early_intv/index.html. ■



Third Edition of CDC School Health Index Available

The Centers for Disease Control and Prevention (CDC) released the third edition of the *School Health Index: A Self-Assessment and Planning Guide*. The guide can supplement your Policy & Program Review (Tool 8) and Physical Security Review (Tool 9) with a similar format. The guide includes the following topics: physical activity, healthy eating, a tobacco free life-style, and a range of other safety related issues.

The *School Health Index* is designed for the elementary and middle/high school levels. It provides schools with a tool to assess their policies and programs, and safety issues in relation to the recommendations of CDC school health guidelines. The *School Health Index* can help schools: (1) identify strengths and weaknesses; (2) prioritize actions for improvement; and (3) develop a team approach to implementing school guidelines.

In addition to the printed edition, an online version of *The School Health Index* can be found at: www.cdc.gov/HealthyYouth/SHI. The web-based version allows you to select only those topics (physical activity, nutrition, tobacco use, or safety) that your school is interested in and print a customized score-card and discussion questions. Request a printed copy by E-mail at: healthyyouth@cdc.gov or download it from the CDC web site: www.cdc.gov/HealthyYouth/SHI. ■

Report on Classroom Discipline

The non-profit organization Public Agenda just released an in-depth study, sponsored by Common Good, a broad-based legal reform coalition, titled, *Teaching Interrupted: Do Discipline Policies in Today's Public Schools Foster the Common Good?* The report states that too many students are losing critical opportunities for learning—and too many teachers are leaving the profession, "because of the behavior of a few persistent troublemakers."

Based on interviews with 725 middle and high school teachers and 600 parents across the country, the report concluded that classroom discipline problems need to be addressed to maintain the positive, disciplined school climate essential for learning.

This report can be found at: www.publicagenda.org/research/research_reports_details.cfm?list=3. ■

Blood alcohol levels (mg/100 ml)

FEMALE			MALE		
100 lb	150 lb	200 lb	100 lb	150 lb	200 lb
0.045	0.03	0.02	0.037	0.025	0.019
0.09	0.06	0.045	0.075	0.05	0.037
0.18	0.12	0.09	0.15	0.10	0.07
0.27	0.18	0.13	0.22	0.15	0.11

Fighting and Vandalism Linked to Alcohol Abuse at School

A joint research effort between Canisius College and the University at Buffalo Research Institute on Addictions discovered a link between alcohol use during school hours and an increased likelihood for interpersonal aggression and vandalism. Two-hundred and eight adolescents were recruited from 37 high schools in Erie County, N.Y. to participate in a study that researched health-related behaviors among adolescents in work and school settings. Over the school year, 25 percent of the students in the study reported alcohol use at least once during school hours. Twenty-seven percent reported physical fighting with other students. Six percent of the students reported physical fighting with teachers.

Results from the study also showed that:

- ◆ Interpersonal aggression and vandalism at school were related to alcohol use during school hours only.
- ◆ Drinking outside of school was not associated with aggression at school, suggesting that alcohol use may not have a “blanket effect” on all adolescent behavior.

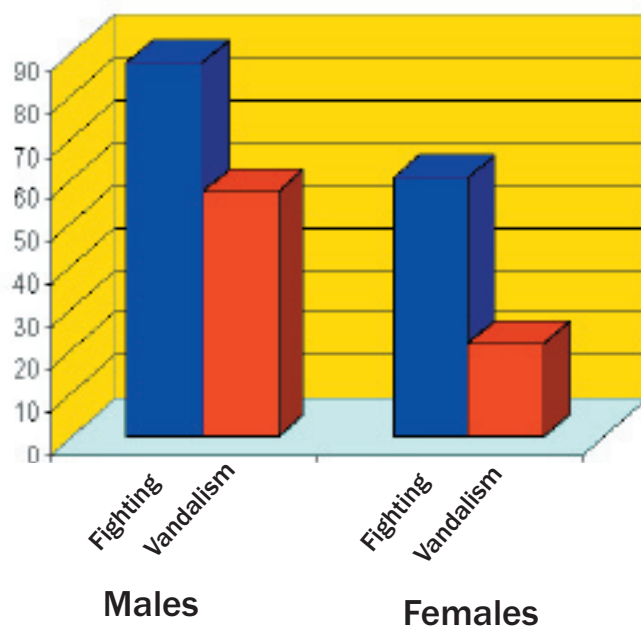
The study suggests that administrators need to:

- ◆ Recognize the signs of substance abuse during school;
- ◆ Exercise fair and consistent discipline with students who use alcohol and other drugs in school;

- ◆ Integrate prevention efforts into normal operations through improved staff training and better standardization of prevention methods; and
- ◆ Teach self-management, respect for others impulse control, anger management, and pro-social skills.

Study results indicated that school aggression was higher among male high school students. Overall, 88 percent of the male participants reported at least one occasion of verbal or physical aggression with a student or teacher at school, compared to 61 percent of the females. Similarly, 58 percent of the male students engaged in at least one act of vandalism at school compared to 22 percent of the females.

Fighting and Vandalism Among Erie County High School Students



Results of the research were reported in the September 2003 NASSP Bulletin (National Association of Secondary School Principals). Copies can be obtained from NASSP at <http://www.principals.org/proquest/>. ■

Youth Drug Prevention Program

Project Towards No Drug Abuse (TND), a substance abuse prevention program for high school youth, is the result of an on-going research project funded by the National Institute on Drug Abuse. The program consists of 12 lessons (taught over a 4-6 week period) that include motivational activities, social skills training, and decision-making. The curriculum offers group discussions, games, role-playing exercises, videos, and student worksheets. Project TND teaches coping, self-control, and communication skills that allow students to:

- ◆ Grasp the cognitive misperceptions that may lead to substance use and express a desire not to abuse substances;
- ◆ Understand the cycle of substance abuse and the consequences of using substances;
- ◆ Correct myths concerning substance use; and
- ◆ State a commitment to discuss the issue of substance abuse with their peers.

Project TND has received recognition from The Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services as a model prevention program. Results from studies on Project TND's effects on students over a 30 day period show that: cigarette use was reduced by 27%; marijuana use was reduced by 22%; alcohol use was reduced by 9%; other drug use was reduced by 26%; and weapon carrying among males was reduced by 25%.

A trained classroom teacher leads Project TND. The program offers a manual which provides step-by-step instructions for completing each of the 12 lessons, a video and student workbook. For more information on this program see your DoDEA Spring 2004 Prevention Programs Guide at: www.odedodea.edu/schools/pdffiles/preventionPrograms0604.pdf. ■

Weight-Related Bullying

Bull Run Middle School in Prince William County, Virginia narrowly avoided a school shooting in June when an assistant principal heard a 12-year old loading a rifle in the bathroom. The student had planned to use three guns against fellow students who had teased him about his weight. Research is beginning to show a link between bullying and obesity.

Childhood obesity has been associated with a variety of negative social and psychological consequences, including bullying. Researchers from Queen's University in Canada explored the relationship between obesity and bullying behaviors in children. Study results published in the May issue of *Pediatrics* show that obese youth have a greater likelihood of being both victims and perpetrators of bullying than their non-obese peers.

Researchers found that:

- ◆ Children are likely to rely on physical cues to guide their social interaction.
- ◆ Negative stereotypes associated with physical attributes frequently become the focus of bullying behavior.
- ◆ Overweight children who experience bullying may retaliate by bullying other vulnerable classmates.

For further information see: <http://pediatrics.aappublications.org>. ■

