



DoDEA

SAFE *Schools* NEWSLETTER



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Excellent Response in Heidelberg

The effort invested in preparing and practicing response plans paid off recently for schools in Heidelberg, Germany. When a perceived bomb threat near Campbell Barracks in Heidelberg prompted an evacuation of surrounding buildings, including the schools, administrators were able to implement their response plans with positive results.

Because school administrators and installation officials had previously communicated to develop crisis management plans, they knew who to contact to coordinate their response to this incident. One benefit of the prior communication was the ability to respond flexibly. ■

Multiplying Security Forces

We've made it. Another school year successfully brought to a close. Hundreds of students are graduating and are ready to move on to lives that will ultimately be enriched by the breadth of experiences and cultural exposure those students have had in their years in DoDEA schools.

Thank you to all of you who have contributed to make DoDEA schools safe. The daily concern and care that teachers and administrators show their students; the hours of safe school planning; the drills; the exercises; and the countless (and unacknowledged) personal time devoted to follow-up that DoDEA staff give to students make DoDEA a safe and loving academic environment for the children of our nation's service members.



Bavaria District Safety and Security Officer Rob Russell rewards a DoDEA student with a pen for displaying proper security awareness. The student pointed out that Russell was not wearing a visitor's badge.

Inside This Issue

News & Updates

Excellent Response in Heidelberg.....	1
Multiplying Security Forces.....	1
Mental Health for the Summer.....	2

Safe School Planning

Defining Physical Security Requirements.....	3
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Education Issues

Personal Fitness Plans for the Summer.....	4
Summer Safety & Security Tips for Students.....	4

Prevention Programs

Becoming "Net Savvy"	5
Substance Abuse Prevention Programs	6

Bavaria District Safety and Security Officer Rob Russell has a method of giving thanks and credit where it is due. When he sees or hears of a student or a staff member in his district making an extra effort to enhance security, Russell gives them a special orange or green pen to reinforce security awareness.

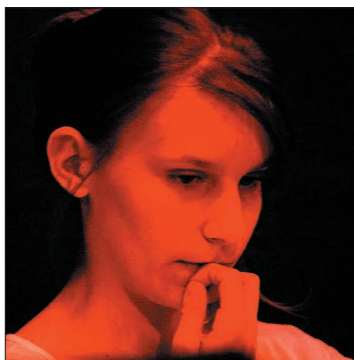
"The pens are mostly symbolic," Russell explained. The gesture is simply a way of saying, "Thanks for paying attention to security at our school." Russell is not alone. This is just one example of the personal care that goes into making DoDEA's schools safe and supportive.

To everyone in DoDEA, thank you. You are, as Rob Russell puts it, "force multipliers" in the effort to create safe schools for the children of our service members and federal employees. Well done! ■

Mental Health for the Summer

Traditionally, summer vacation means a reprieve from the mental stress of academics. However, some students coping with changing schools, concern for deployed loved ones, or just the normal psychological stress of adolescence, might miss the emotional and mental health support they can access through school (i.e., counselors, school psychologists, mental health curriculum in health classes).

Before students depart for the summer, educators can reassure students that they are not alone. Administrators can also remind students, as well as parents/sponsors, that the following resources are available to them even when they are away from school:



Installation Support Services

Depending on the service branch, the Army Community Service Center, Fleet and Family Support Center, Marine Corps Community Services, or Airman and Family Readiness Center can provide information and support. Each installation can provide contact information for family services and mental health resources.

Military OneSource

This free 24-hour service, provided by the Department of Defense, is available to all active duty, Guard, and Reserve members and their families. Services available through the Web site include counselors who can make

referrals on a wide range of issues. For additional information on Military OneSource, visit www.militaryonesource.com. Students can contact program counselors by telephone at 1-800-342-9647. For instructions on how to phone toll-free from overseas, see the insert below.

Toll-Free Help from Military OneSource

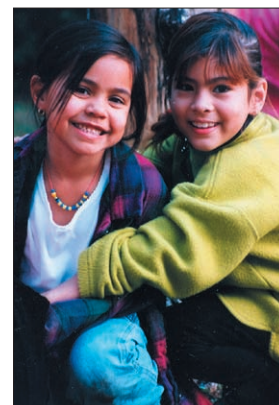
Military OneSource lists international calling prefixes to access the toll-free helpline from overseas. Call 800-3429-6477 using the following prefixes:

- ◆ Japan ITJ/IDC/NTT: 122-001-010
- ◆ Japan KDD: 010
- ◆ Korea S-Darcom: 002
- ◆ Korea S-KT: 001
- ◆ Europe: 00

Signs of Suicide Program

Signs of Suicide (SOS) is a suicide prevention program that was distributed by the Office of the Secretary of Defense throughout DoDEA. SOS concentrates on teaching students to recognize the warning signs of suicide and depression in themselves and others. As part of the program implementation, educators work with students to complete wallet cards with emergency phone numbers.

SOS counselor Ann Keliher suggested that educators “Remind students that they have a crisis phone number on their wallet cards, so that even if students are away from the school environment, they have access to community resources.” For additional information on SOS visit <http://guide.helpingamericasyouth.gov/programdetail.cfm?id=656>.



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The material herein is presented for informational purposes only and does not constitute official policy of the Department of Defense, nor does it constitute an endorsement of any programs by the Department of Defense Education Activity or the Department of Defense. All comments and questions should be directed to safeschools@csc.com.

The Jason Foundation

The suicide prevention program “A Promise for Tomorrow” was distributed to DoDEA middle and high schools. The program provides materials and training for educators, students, and parents. More information may be obtained from the Jason Foundation Web site at www.jasonfoundation.com. ■

Defining Physical Security Requirements

While fewer students and educators are present during the summer, administrators can easily walk through the school building and examine the state of physical security measures (i.e., walls and fences, signs, lighting, and door locks). Improved physical security measures can tighten access control or deter vandalism and theft. When considering new or upgraded security measures, check that these measures support the security objectives established in your Safe School Plan. Here are three suggestions to simplify conducting a physical security review.

1. Recruit Helpers

The principal does not need to complete the review alone. Usually, an administrator and designated Crisis Management Team members walk through the school together. Administrators can also invite the Antiterrorism Officer or Area/District Safety and Security Officer (DSSO) — they can contribute Force Protection expertise. Consider including student leaders in the process; mature students can provide insight into areas that merit additional attention.

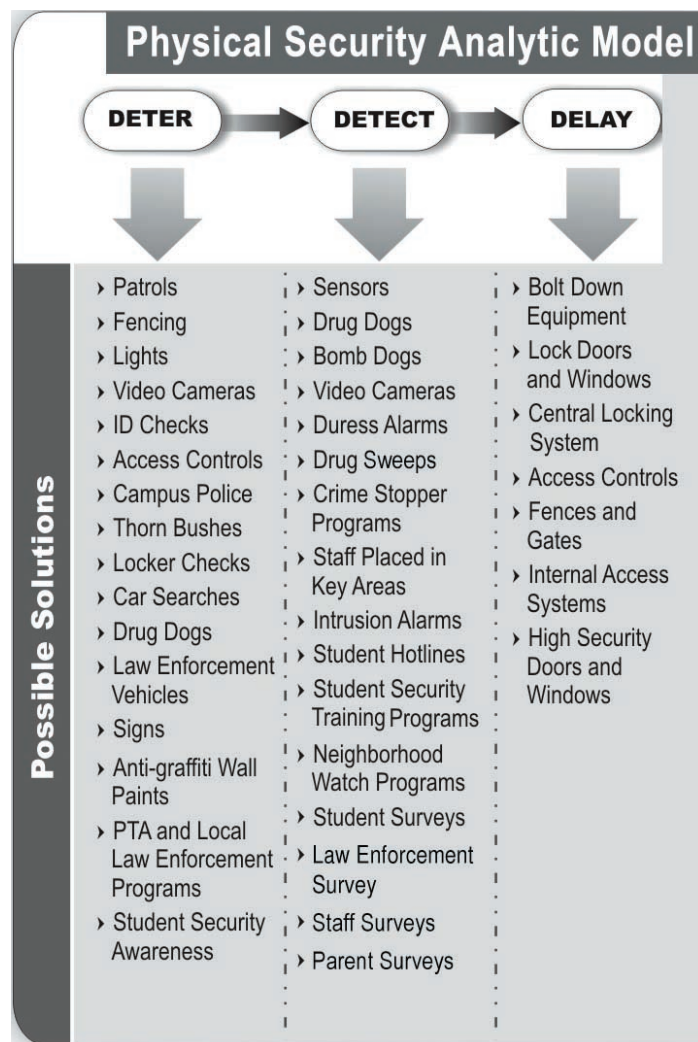
2. Look, Then Decide

Reviewing physical security involves two procedures: observing the status of existing security measures, then determining whether these measures are adequate or require upgrades. The Physical Security Review, Tool 9 in the DoDEA Safe Schools Handbook, guides team members through a systematic examination of the school facility. The Physical Security Review allows the team members to start at the perimeter of the school and work inward. Along the way, the team examines open areas, parking lots, outbuildings, entrances, hallways, stairwells, rest rooms, the cafeteria, and classrooms. Consider providing added security for “high value rooms” such as computer labs and audio/visual media centers that house expensive equipment.

3. Concentrate on the Purpose

Physical security measures are designed to **deter**, **detect**, and **delay** perpetrators to decrease the risk of crime and violence. As depicted in the graphic at right, some measures are intended to deter potential perpetrators by making it obvious that authorities will detect entry, or that penetration of the school will be delayed. Additional measures that help authorities identify perpetrators also help deter future incidents.

Each school’s security needs are unique. Crisis team members can use additional resources such as the DoDEA Safe Schools Handbook and DSSOs to help them determine whether the existing security measures are sufficient or whether new measures need to be adopted.



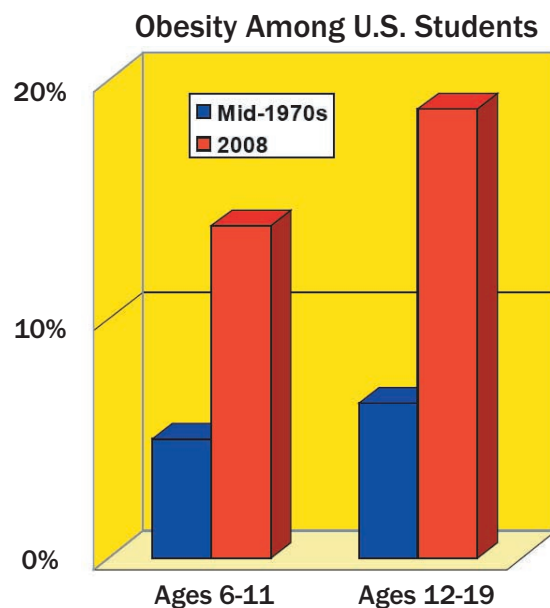
Each principal received a copy of the DoDEA Safe Schools Handbook at the Safe Schools training presented in 2003-2004. To request a copy of the Physical Security Review worksheets, contact safeschools@csc.com. ■

Personal Fitness Plans for the Summer

Showing students how to establish fitness goals for the summer can help them achieve a healthy head start for the new school year. The Centers for Disease Control and Prevention, the American Association of Pediatrics, the Surgeon General, and the U.S. Department of Education have all called for renewed emphasis on physical fitness based on concern over reports on obesity among students (see figure below). With one class discussion during the closing days of the school year, educators can literally change the shape of the upcoming class of students.

Several resources are available to help educators teach physical fitness goal-setting. Free fitness worksheets and lesson plans are available from Lesson Plan Central at <http://lessonplancentral.com>. The worksheets help students identify what types of athletic activities appeal to them and establish goals for improving muscular strength, muscular endurance, flexibility and cardio-respiratory fitness. The DoD helpline Military OneSource makes personal coaches available to students.

Finally, Darla Castelli, professor of kinesiology at the University of Illinois at Urbana-Champaign, offers another reason for encouraging students to become physically active. In a summary of the University's findings, Dr. Castelli stated, "We have found a strong relationship between academic achievement and fitness scores." She added, "We're not suggesting that if we run more laps it will make us smarter, but there does appear to be a correlation." ■



Source: Centers for Disease Control and Prevention (CDC)

Summer Safety & Security Tips for Students

As students disperse for the summer, administrators can offer reminders about basic personal safety and security awareness. The following safety tips, compiled from FEMA, the National Crime Prevention Council and the Army Corps of Engineers summarize basic safety precautions for a variety of summertime adventures.

Travel Safety

- ✓ Wear conservative clothing to blend in with host nation crowds.
- ✓ Remove old luggage tags from baggage.
- ✓ Bring ID card, passport, and travel itinerary.
- ✓ Avoid discussing travel plans with strangers.

Gun Safety

- ✓ If you find a firearm, do not touch it. Go tell a responsible adult.
- ✓ Do not point a weapon at another person.
- ✓ Do not put your finger on the trigger.

Personal Security Awareness

- ✓ Tell parents/sponsors where you will be and when you will be home.
- ✓ Keep a cell phone with you or bring change to call from a pay phone.
- ✓ Answer your home phone in the local language.

Boating Safety

- ✓ Wear a life vest.
- ✓ Fasten life vests securely; use the appropriate size for your body weight.
- ✓ Do not drink alcoholic beverages while boating.

For additional safety tips contact safeschools@csc.com or visit www.ncpc.org. FEMA provides a concise guide to gun safety and suggestions for personal security at www.fema.gov/kids. ■

Becoming “Net Savvy”

Parents and educators can sometimes feel overwhelmed by the evolving nature of the Internet. However, there are resources available to help educators understand the online culture and help protect students from online threats.



Ten years ago most people used the Internet to read information the way they would read a newspaper. Today, the Internet is more interactive. Now, people read an article and post comments for other readers. The following three examples illustrate how the Internet has become more interactive: wiki sites, blogs, and social networking sites.

Wiki Sites — Some Web sites known as “wiki” sites are intended for anyone to be able to edit or add content. The most famous example of these sites is the online encyclopedia Wikipedia.

Blogs — Another example of interactive use of the Internet are online journals known as “blogs” (an abbreviation for Web logs). In the online journal, the author posts text, hyperlinks, pictures, and videos. Frequent users of blogs, called “bloggers,” can read and comment on each other’s blogs.

Social Networking Sites — Web sites such as MySpace and Facebook are the most obvious example of how the Internet has evolved into an interactive online community. On these sites, students create a personal profile on a web page where they can post their interests, create photo albums, link to blogs, or post digital media such as music and videos. Students can connect with others via an electronic request and approval system, creating a virtual link to their friends. Users can also join one or more “networks” within each site. Typically, these are communities of individuals affiliated with a particular school or geographic location.

Nowadays, the accessibility to the Internet has expanded to different technologies. The capability to share information and communicate via cell phones and gaming systems is increasingly prevalent. Obviously, parents and educators want to protect students by teaching them not to disclose personal information. For example, students need to understand that pictures and comments they post on the Internet now, might be reviewed in the future by college admissions officials or potential employers. However, students should be able to take advantage of the educational potential of the Internet without exposure to the negative aspects (i.e., sexually explicit material). While adults may feel uncomfortable because they lack the technological background, students have grown up with an interactive Internet making utilization of this technology second nature.

To help educators keep up with changes on the Internet, the National Education Association (NEA) Health Information Network, in partnership with the National Center for Missing & Exploited Children, launched the Web site

www.bnetsavvy.com. The site provides parents/sponsors and educators information about online communication trends and tools to help students stay safe online. For example, one bNetSavvy article features an interview with a 14 year-old who is learning to balance on-line gaming with schoolwork. Another article interviewed a 13 year-old student about her social networking on Web sites like Facebook and MySpace, and discussed the precautions she takes using these sites.



For more information on combating cyberbullying or other Internet safety contact safeschools@csc.com. For additional information on social networking Web sites, refer to page 5 of the June 2007 DoDEA Safe Schools Newsletter, available at www.dodea.edu/offices/safety/safeSchools.cfm?sid=5&vol=7#vol. ■

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Substance Abuse Prevention Programs

Some counselors prefer to use more than one substance abuse prevention program because the needs of individual students vary. Many DoDEA schools are implementing a collaborative “tool box” approach that brings together military community support for the D.A.R.E. (Drug Abuse Resistance Education) program, and the Adolescent Substance Abuse Counseling Service (ASACS).



Together, the D.A.R.E. and ASACS programs ensure the right resources are available for each student. An update on both of these programs is presented below.

D.A.R.E. – Most students and educators are already familiar with the D.A.R.E. program. The program is implemented in 75 percent of all U.S. school districts and 43 countries. From May through September of each year Area-wide D.A.R.E. training is held in Okinawa, Peachtree City, and the Frankfurt area to prepare new D.A.R.E. officers to serve in the DoDEA schools during the upcoming year. D.A.R.E. goes beyond traditional prevention programs by using community law enforcement officers as exceptionally credible and specially trained instructors to deliver the D.A.R.E. curricula. For over 20 years, the military security police commands have provided this manpower support for DoDEA.

ASACS – Adults might know ASACS as a service that enables command and active duty personnel to concentrate on their mission, increase military readiness, and strengthen family life. The ASACS program is also dedicated to meeting critical needs of the adolescents in the military community by:

- ▶ Providing individual, group, and family counseling.
- ▶ Networking with the command and community to identify individuals in need of services.
- ▶ Implementing prevention education programs to address specific school and community needs.

At more than 35 locations throughout DoDDS, the ASACS program provides a comprehensive prevention education program using lesson plans, classroom presentations, and group exercises. The ASACS parent training program teaches communication skills, limit setting, active listening, and discipline techniques. ASACS also provides professional consultation training and prevention materials to school and community officials.

Many ASACS communities participate in national education programs like Red Ribbon Week, Great American Smokeout, Girl Power, Alcohol Awareness Month, and the National Health Promotion Associates LifeSkills Training. For a description of how Red Ribbon Week was implemented at Croughton American School in the United Kingdom, see the December 2004 DoDEA Safe Schools newsletter, available at www.dodea.edu/offices/safety/safeSchools.cfm?sid=5&vol=5#vol.

DoDEA’s veteran health expert Barbara Weigand noted that the two programs reinforce each other: “Community and school-based substance abuse programs, working in unison, strengthen one another and the community efforts as a whole.” Weigand added, “It’s the holistic approach to programming and the people committed to this approach that will make substance abuse prevention successful in a school and community.” For additional information on D.A.R.E. visit www.dare.com. To learn more about ASACS visit www.asacs.org. ■