Volume IV - Issue 3 November 2003

Free Anti-Violence Movie Available Until 12/31/03

The made-for-TV movie *Bang*, *Bang*, *You're Dead*, portrays the realistic effects of bullying and how it can drive students to consider violence.

The movie depicts the plight of ignored bullying victims. This movie is an excellent tool for parents, teachers and administrators to watch together to better understand bullying.

To obtain one free copy of the movie, send a written request, on school letterhead, to: Cable in the Classroom, Corporate Communications ShowTime Networks, Inc., 1633 Broadway, 17th floor, New York, NY 10019.

Inside This Issue

News & Updates
Free Movie Available Until 12/31/031
Training Kicks-Off in the Pacific1
Service Learning Projects2
Too Much Surveillance2
Safe School Planning Time-Saver Table #2: Identify Problems3 Protective Action Drill Guidelines4
Education Issues
Safeguarding Against Hazing5
Weapons Possession Recommendations5
Prevention Programs
Decreasing Stress After a Violent Incident6

Boys & Girls Clubs Work.....6

Training Kicks-Off in the Pacific



Safe Schools Trainer Paul Hersey in Korea

From September 29 through October 6, 2003, DoDEA Safe Schools Program Manager Rose Chunik accompanied trainers Bob Michela and Paul Hersey to Workshops in the Pacific area to unveil DoDEA's Second Special Edition of Safe Schools: A Handbook for Practitioners. They were received at their first stop in Okinawa by James (Bull) Bullard who coordinated overall details for the region's workshops.

During the first stop, Bull along with District Safety and Security Officer (DSSO) Mike Liem and District Superintendent Gayle Vaughn-Wiles facilitated training in Okinawa, Japan. There were 18 participants at the Okinawa workshop. In Japan 29 administrators participated in a workshop hosted by District Superintendent Bruce Derr and coordinated by DSSO E.R. Cielo. In Korea, 17 people attended the workshop coordinated by DSSO Paul Shelburne and

hosted by District Superintendent Bruce Jeter. In Guam, the 14 participants included DSSO Allyn Kelley who coordinated the workshop, Assistant Superintendent Susan Burdick and DDESS Safety & Security Officers Ron Shaffer and Lee Adelman.

Attendees participated in problembased, practical exercises requiring the use of Safe School Risk Reduction Planning tools in the mornings. Sessions in the afternoon gave participants an opportunity to simulate a life-like emergency scenario requiring the implementation of an Incident Response Plan. Participants received copies of Safe Schools handbooks, workshop notebooks and certificates of completion.

Upcoming workshops will continue at Quantico, Virginia in mid-November 2003, then on to Fort Knox and Fort Campbell in Kentucky. Workshops will continue through March 2004. ■



James (Bull) Bullard in Okinawa

News and Updates



Service Learning Projects

Thanksgiving dinners for the hungry and homeless offer an excellent opportunity for youth to use their character education and leadership training. Here are three holiday ideas for service learning projects that might be appropriate and timely.

Thanksgiving Dinner – Serve a pre-Thanksgiving dinner to homeless families. Organize helpers to prepare and serve the meal and help clean-up. Collect food donations including: frozen 10 pound turkeys, canned gravy, macaroni & cheese, stuffing, instant potatoes, green beans, or traditional dishes appropriate for your location. For a variation on this project, see America's Allstars at: www.ForAllStars.org.

Toy Drive – Sponsor a Donate-a-Toy program or participate in the U.S. Marine Corps Toys for Tots Campaign. Identify a community assistance program and decide what types of gifts you need (i.e., collect 200 toys for boys and girls, ages pre-school to 12). Establish dates for collection and recruit student/parent volunteers to accept and deliver donated toys.

Adopt-a-Family – Student volunteers work with a community assistance center to provide gifts to specific families. This is similar to a toy drive except that it requires more coordination. Individual families submit lists of their needs to the community assistance center. Students collect donated goods and wrapping paper and prepare packages. With parent approval and further coordination, you can arrange to have student/parent volunteers deliver the presents to the families at their homes.

DoDEA Safe Schools Program Managers
Ed Englehardt, Rose Chunik

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This is an unofficial publication produced by DynCorp, Inc. on behalf of the Department of Defense Education Activity Safety & Security Office. The material herein is presented for informational purposes and does not constitute official policy of the Department of Defense. All comments and questions should be directed to Bob Michela at: rmichela@csc.com.



Too Much Surveillance

The installation of cameras in every classroom of Biloxi, Mississippi schools illustrates the danger of relying too heavily on surveillance cameras. Security officials said they believe the Biloxi School District is the first district in the U.S. to install cameras in every classroom and hallway. School Superintendent Larry Drawdy said that 800 cameras were installed for \$2 million.

Interviews with Biloxi school officials, however, confirmed that the district proceeded with their plan to install cameras without a thorough needs assessment. In other words, they ignored Phase I of the Five Phase Process for Safe School Planning; they decided to install web cams without identifying their problems to determine whether the cameras were necessary.

DoDEA administrators are protected from similar excesses through two policy proscriptions. DoDEA policy prohibits installation of surveillance cameras in classrooms due to privacy concerns. DoD policy precludes web-based cameras because they create security vulnerability.

Although anecdotal reports from students and teachers laud improved behavior, these reports indicate a false sense of security. Teachers commented that students behaved better knowing that the principal is watching them on the web cam. In reality, however, school administrators cannot continually observe the images from all of the cameras. Surveillance cameras in cafeterias or school entrances contribute to security when used for historical reference (i.e., who started the fight or stole a purse). However, it can be dangerous to let students expect a rapid-response capability (i.e., believing that security personnel monitoring the cameras can intervene as incidents occur).



Safe School Planning

Time-Saver Table #2: Identify Problems

It is a common error in any assessment process to pre-ordain solutions. And, in the Safe School Planning process it is a mistake to conclude that a policy, program, or physical security measure is necessary or appropriate without first identifying the problem to which it relates.

Avoid omitting Phase 1: Identify Problems of the Five-Phase Process. The investment in time required to gather, collate, analyze data and ascertain answers, pays tremendous dividends in the quality of your plan. Administrators with overloaded schedules can reach out to their Safe Schools Committee or colleagues to help with the tools that support Phase I. The table below provides suggestions on how to include others.

Tool	Person Assigned	Purpose	Remarks/Follow-up
Tool #1: Incident Worksheet	Administrator, office assistant, capable researcher	Gather data from office files and transfer the details of incidents onto the Incident Worksheet.	You or your AP can analyze the data and draw conclusions as to the Patterns. It creates a more objective result if the researcher is different from the analyst.
Tool #2: Student Survey	Assistant principal, counselor, trusted student	Administer the survey and tally results.	Make certain that you are totally comfortable with each survey question.
Tool #3: Staff Survey	Assistant principal, yourself	Administer the survey and tally results.	Check questions for relevance to your school.
Tool #4: Parent Survey	Assistant principal, yourself	Administer the survey and tally results.	Check appropriateness of each question.
Tool #5: Law Enforcement Survey	School security person, assistant principal, yourself	Administer survey and tally results.	Visit local law enforcement officials. Use the survey as a guide for your discussion.

Safe School Planning



Protective Action Drill Guidelines

Administrators can prepare for critical incidents such as weapons possession, bomb threat and terrorist attack by testing their lockdown and evacuation procedures. Familiarizing staff with the duties expected of them during a critical incident and giving staff an opportunity to practice protective actions improves their state of preparedness. Communicating the news of your protective action drills reassures parents and students; they realize their school has a security plan and knows how to implement it.

Conduct your Protective Action Drills frequently to keep your staff and students prepared for any emergency. Guidelines for effective drills are included below.

- All personnel should know their assigned responsibilities during drills.
- Drills should be conducted at various times of the day, and for different scenarios.
- Plan for simple (not easily confused) signals for the different types of protective actions.

Tool 14a: LOCKDOWN DRILL CHECKLIST

	Checklist	Satisfactory
1.	Parents were informed about the drill.	
2.	Scenario was reviewed with staff prior to the event.	
3.	Security officials and the Command were contacted to alert them that a Lockdown drill was occurring.	
4.	Students/staff went inside, closed the doors, and closed and locked all windows.	
5.	Students were kept away from doors and windows. Students took available cover on the floor if simulated gunshots or explosions were heard.	



- Protective action instructions should be prominently displayed near the doorway of each classroom.
- Food service, janitorial, and maintenance personnel should be included in all scheduled drills.
- Plans and procedures should be on file at the Installation Command Center, fire department, and with local police/security officials.

DoDEA's 2nd Edition of Safe Schools: A Handbook for Practitioners offers a new tool (Tool 14) to rate whether or not your protective action drills have been conducted in a satisfactory manner. Invite local school community members to act as observers/evaluators during your drills. Depending on the size of your school, you will need four to eight observers per drill. Observers should use Tool 14 to note how well students and staff execute their planned protective action procedures.



Education Issues



Safeguarding Against Hazing



Hazing is often thought of as a college problem, but recent incidents such as the sodomy of Mepham High School (NJ) athletes indicates that hazing also affects high school students. Hazing is defined as "any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate."

Administrators can decrease the prevalence of hazing by establishing alternative initiation activities and by ensuring that adults communicate that hazing will not be tolerated. Hazing tends to be more prevalent in private schools or schools with closely-knit communities of less than 1,000 students.

A study by Alfred University offers the following safeguards against hazing:

- Help create "safe risk" Assist groups in designing positive initiation rituals. Students need to feel that their initiations involve risk or challenge to view them as legitimate alternatives to hazing. For example, rope courses or sailing excursions challenge students, while building team spirit.
- Attempt to have adult presence Adult moderators can influence students by displaying appropriate social behavior in group activities. If students see adults welcoming others, they will imitate the behavior.
- Promote Inclusion Hazing is intended to exclude some people and to make the survivors feel superior. Encourage students to include everyone.

The negative consequences of hazing include: physical injuries, poor grades, abusive behavior and difficulty eating, sleeping or concentrating. According to the Alfred University survey of 1,500 students, all types of high school groups hazed their members including: sports teams (35 percent), cheer leading squads (34 percent), vocational groups (27 percent) and church groups (24 percent).

For further information, visit: www.alfred.edu/news/ https://html.

Weapons Possession Recommendations

Weapons possession threatens the safety and security of the entire school community. The National Association of Secondary School Principals (NASSP) offers the following guidelines for decreasing weapons possession in schools, which have been modified for DoDEA:

- Teach students that every individual is responsible for reporting weapons possession and threats made against the school community.
- Provide staff training related to weapons violations arising in school (i.e., how to report an incident, and how to respond if confronted with a weapon).
- Initiate prevention, intervention, and counseling programs to combat the possession of weapons and violent acts.
- Reach out to parents and military police/local law enforcement to coordinate violence prevention strategies that emphasize the dangers of easy access to weapons.
- Implement counseling, anger management, and education programs that will help alleviate the problem of weapons possession and violence in your school.

Selecting security measures appropriate for your situation today, could help your school avoid an unnecessary safety and security threat to your students and staff and might possibly save a life.

Prevention Programs



Decreasing Stress after a Violent Incident

Shock and denial are typical responses that anyone might experience as a result of a traumatic incident. As the initial shock subsides, reactions will vary from one person to another. The following are normal student responses to a traumatic event:

- Some may regress and demonstrate immature behavior.
- Performance in school may suffer.
- Other changes in behavior patterns may include withdrawing and becoming more solitary.

How can I meet my students' needs?

The anxiety and fear that often follow a disaster or other traumatic event can be especially troubling for students.

Here are four ways you can help your students:

- Allow students to share their ideas and feelings about the event through non-verbal activities, such as drawing.
- 2. Encourage older children to speak with teachers, parents, and with one another, about their thoughts and feelings.
- 3. Reassure students repeatedly by letting them know that you understand their fears and concerns.
- 4. Send a letter to parents encouraging families to keep regular sleeping and eating schedules for routine activities.

Resources available include: Helping Children Cope with Trauma, When Bad Things Happen, and How Do I Deal With My Feelings. These can be retrieved from: www.redcross.org/pubs/dspubs/terrormat.html.



Boys & Girls Clubs Work

Evaluations of effective violence prevention programs increasingly laud an opportunity already available to the majority of DoDEA students: Boys and Girls Clubs. Researchers from the Curry School of Education cited the balance between academic assistance, counseling and safe recreational opportunities as the number one strength of Boys & Girls Clubs.

Among youth who participated in Boys & Girls Clubs, the Office of Substance Abuse Prevention reported a 22 percent decrease in substance abuse and increased parental involvement. Another study of 16 clubs in 8 states found decreased alcohol and drug use, particularly in clubs that achieved high levels of parental participation.

Findings show that Boys & Girls Clubs succeed by working to instill a sense of belonging in students. Participants receiving help with homework report feeling competent, useful and safe. Clubs usually tailor the activities offered to the needs of the community. Some of the activities include: conflict resolution training, peer counseling, youth gang prevention programs (i.e. StreetSmart) and job skills/computer training. For more information, visit Boys & Girls Clubs of America at: www.bgca.org.