



### Drug Abuse in Schools

The White House Office of National Drug Control Policy reports that 39 percent of secondary school principals consider drug abuse a problem in their school. DoDEA administrators have told us that often the DoDEA Safe Schools Newsletter is their initial source of information on recent reports and research. This newsletter includes a distillation of studies on student substance abuse (Education Issues and Prevention Programs) as well as security actions to consider as you begin this school year. ■

### Tafoya Offers Support for New Handbooks

In his recent letter of support for the newly published 2<sup>nd</sup> Edition of *DoDEA's Safe Schools: A Handbook for Practitioners*, DoDEA Director Joseph Tafoya invites all school administrators to re-commit themselves to excellence in school safety, security, and antiterrorism preparedness. The new handbook, Tafoya explains, offers simplified and updated tools to assist administrators in writing a comprehensive Safe School Plan.

include a Risk Reduction Plan (to decrease the possibility of an Erfurt, Germany High School-type of incident) and an Incident Response Plan (to determine in advance how the school would respond to a critical incident, such as a terrorist attack). In his letter, Director Tafoya reminds administrators that the DoDEA Community Strategic Plan, Goal 2, Outcome C: Safe Environment, states: "All schools will have safe, well-managed, and disciplined environments conducive to learning." Tafoya noted that "The exceptional academic success enjoyed by DoDEA students is possible because they benefit from a safe and secure learning environment." ■

Students prosper in school climates free from security concerns because school administrators write and implement Safe School Plans that

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### Your Newsletter Has a New Look

The DoDEA Safe Schools Newsletter has been updated for the 2003-2004 school year. You have told us that you turn to this newsletter for the latest on Safe Schools research and practical advice. We hope you enjoy the new look and commitment to focused articles. More importantly, please use this newsletter as your communications vehicle. Share your success stories with your colleagues here about school safety techniques that have worked in your school. We realize time is a precious commodity for DoDEA administrators, teachers and staff and we will limit the content to:

- ◆ Safe schools news;
- ◆ Safety and security news of interest;
- ◆ Teen articles/prevention issues/solutions on hot topics;
- ◆ Safe school planning articles; and
- ◆ Guest articles as appropriate

We encourage everyone to submit articles to your Safe Schools Newsletter! ■

## New Handbooks are on Their Way

The 2nd Edition of DoDEA's *Safe Schools: A Handbook for Practitioners* has been tailored specifically to meet your needs. We listened to your comments via phone, e-mail, personal contact, workshop evaluations, and the program evaluation and made every effort to produce a handbook suited to your school's safety and security concerns.

The updated handbook offers thought-provoking text filled with state-of-the-art information from seasoned safety and security professionals. The handbook contains modified chapters on Antiterrorism, Incident Response Planning, and Prevention Programs.

The handbook offers new and updated tools to meet your Safe School Planning needs. New or updated tools include: Student, Staff, Parent, Law Enforcement, and Climate Surveys and the Summary of Surveys. All of these surveys were reviewed by experts in their respective field. A summary of handbook enhancements follows:

**Chapter 1**, entitled *Risk Reduction Planning (RRP)*, offers:

- ◆ Simplified Incident Worksheets – These were enhanced to make it easier for administrators to plot their incidents in a timely fashion;
- ◆ Separate Student Surveys – These were tailored for grades 3-4, grades 5-8, and grades 9-12;
- ◆ Parent Surveys – This is a completely new tool designed to solicit a parent's impressions of school safety and security;
- ◆ Summary of Surveys – This is a new tool for comparing the answers from students, staff, parents and law enforcement surveys;

- ◆ Objective Writing Template – This tool was inserted in response to administrator requests that we offer them a place where they could spell out their objectives;
- ◆ Policy and Program Review and Physical Security Review – These tools were tailored to meet DoDEA's school specific security issues and concerns such as antiterrorism preparedness; and the
- ◆ Safe School Risk Reduction Plan – In direct response to DoDEA requests, the updated handbook also includes a fulsome example of an RRP.

**Chapter 2**, entitled *Incident Response Planning*, offers timely information on the fundamental approaches to Incident Response Planning. Additionally, this chapter offers four new tools to assist administrators in preparing their response to a crisis incident, including:

- ◆ An Incident Command System Assignment Form;
- ◆ Protective Actions Drills Checklists for: Lockdown,
- ◆ Shelter-in-Place, Take Cover and Evacuation; and
- ◆ Emergency Supply Lists to include a Grab-and-Go Kit list and a Bomb Threat Report Form.

**Chapter 3**, entitled *Supporting Information*, offers:

- ◆ Guidelines for school specific security policy;
- ◆ Updated information on prevention programs;
- ◆ New descriptions of physical security equipment and buying strategies; and
- ◆ An inventory of security measures.

Lastly, **Chapter 4**, entitled *Antiterrorism* offers:

- ◆ A completely new chapter summarizing actions required to complete the DoDEA antiterrorism template;
- ◆ Information on preparation for terrorist incidents involving weapons of mass destruction; and
- ◆ New antiterrorism guidelines.

New handbooks will be distributed at this school year's Safe Schools Workshops. ■



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## Update on Safe Schools Training

The Safe Schools Training curriculum employs adult learning techniques and is based on the principles of comprehensive Safe School Planning covered in the new handbook. Safe Schools Training will commence this Fall in combination with the unveiling of the new 2nd Edition of DoDEA's *Safe Schools: A Handbook for Practitioners*. The DoDEA Safe Schools workshop tour kicks-off in Asia, beginning with September workshops in Yokota and Kadena, Japan - then on to Seoul, Korea and Guam. Now on board with their Safe Schools training dates are: Fort Campbell and Fort Knox, KY, Fort Benning, GA, Quantico, VA, Puerto Rico, and Cuba.

DoDDS-Europe plans to start Workshops during Spring 2004.

The workshops are oriented toward principals, assistant principals, counselors, psy-



Bob Michela, Safe Schools Trainer

chologists, and district school security officers. Contact your school superintendent to arrange to attend the Safe Schools Training today. ■

## Suicide Rates for Teens High

According to *Facts of Life: Issue Briefings for Health Reporters*, the rates for teens and young adults appear to be declining, but suicide is still the third-leading cause of death for adolescents and young adults, and in 1997 accounted for 12 percent of deaths in those aged 10-24. More facts are listed below:

- ◆ Young people age 12-17 who reported alcohol or drug use are more likely to be at-risk for suicide, and only 36 percent of those at-risk received treatment.
- ◆ African American, Hispanic and white teens are less likely to attempt suicide, if they feel a connection to their family. For girls, emotional well being also helps. For boys, a high GPA is related to a lower risk of suicide.
- ◆ Youth who are teased about being overweight are three times more likely to consider suicide than students who are not subject to similar stress. A University of Minnesota survey of 4,746 students teased at school indicated 26 percent considered suicide and nine percent attempted suicide.

For innovative resources to assist school counselors, psychologists and administrators with suicide prevention, visit: [www.cfah.org](http://www.cfah.org). ■

### Key Facts Regarding Suicide

Refer to these talking points before talking to students, faculty and parent groups to sensitize them to be vigilant to the indicators of suicidal students.

- ◆ Suicide is the third-leading cause of death for adolescents and young adults, and in 1997 accounted for 12 percent of deaths in those aged 10-24.

*National Adolescent Health Information Center, Fact Sheet on Suicide:*  
[www.youth.ucsf.edu](http://www.youth.ucsf.edu)

- ◆ Youth surveys indicate an increased risk of suicidal behavior and thoughts, but not completion, in students who self-identify as gay, lesbian or bisexual and a higher risk of actual attempts in boys who report same-sex attractions.

*Substance Abuse and Mental Health Services Administration, National Household Survey on Drug Abuse:*  
[www.samhsa.gov](http://www.samhsa.gov)

- ◆ In 1999, 242 children age 10-14 committed suicide, a rate of 1.2 deaths for every 100,000 people.

*Centers for Disease Control and Prevention, National Vital Statistics Report, Vol. 49, No. 11*  
[www.cdc.gov](http://www.cdc.gov)

## Safe School Planning: How to Begin SY2003 Right!

Do you feel like you don't have enough time for Safe School Planning? Here is a checklist to help you balance Risk Reduction and Incident Response activities with your many other duties. Use this time-saver checklist to identify four people to help you accomplish your beginning-of-the-school-year security actions.

**Safe School Planning Time-saver Table #1**

<b>Goal</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Target Completion Date</b>
Establish your Safe School Committee.	Recruit personnel from the school community (i.e., staff, parents, and students).	_____	October 3, 2003
Publish the Code of Conduct in your Student Handbook.	Collect signed receipts from students & parent/sponsor(s) indicating that they have read and understood the Code of Conduct.	_____	October 17, 2003
Update the existing Incident Response Plan (IRP) or create a new IRP.	Plan early Protective Action Drills, (i.e. lockdowns, shelter-in place and evacuations).	_____	October 31, 2003
Organize your Risk Reduction Plan (RRP).	Coordinate meeting to assign RRP responsibilities (i.e. administer surveys, contact local security officials).	_____	November 7, 2003

## Most Students Avoid Drugs

How many students still use drugs? Although researchers are alarmed that one-in-five High School seniors still report marijuana use, the important statistic to remember and publicize to students and teachers is that according to White House Office of National Drug Control Policy, 80 percent of students have internalized the message that drugs are harmful. ■

## Delaying Start of Drug Use Limits Damage

Results from the 2001 National Household Survey on Drug Abuse reconfirms that the earlier in life people initiate drug use, the more likely they are to become drug addicts. For example, among adults who first used marijuana at age 14 or younger, 11.8 percent were classified as drug dependent or abusers compared with only 2.1 percent of adults who had first used marijuana at age 18 or older.

The results are particularly noteworthy since youth appear to be experimenting with marijuana earlier. The average age of persons who first used marijuana during 2000 was 17.5 years. In 1990, the average age of first-time marijuana users was 18.4 years, and in 1980, the average age was 19.1 years. For more information, contact: [www.nida.nih.gov](http://www.nida.nih.gov). ■

## Drugs and School

The 2000 National Household Survey on Drug Abuse indicated that the use of cigarettes, alcohol, or any illicit drug had a damaging effect on students' grades. Although the results indicate that youth usually use drugs on their own time, the survey showed that drugs were available and also used on school property.

Among students surveyed as part of the Centers for Disease Control and Prevention's 2001 Youth Risk Behavior Surveillance study, 28.5 percent reported that they were offered, sold or given an illegal drug on school property during the 12 months preceding the survey. Over 5 percent of those in grades 9 through 12 reported using marijuana at school at least once in the 30 days prior to the survey. For further information, go to: [www.cdc.gov/health/adolescent.htm](http://www.cdc.gov/health/adolescent.htm). ■



## Teaching Students About Harmful Effects of Drugs

The Center for Substance Abuse Prevention offers an abundance of drug prevention publications for K-12 students at: [www.health.org/govpubs/MS421/](http://www.health.org/govpubs/MS421/). The National Clearinghouse for Alcohol and Drug Information (NCADI) produced Brain Power!, a junior scientist program to teach elementary students about the harmful effects of drugs during their regular academic classes. To obtain the Brain Power! curriculum, visit NCADI at: [www.health.org](http://www.health.org).

Brain Power differs from other drug prevention programs in that the curriculum provides information students can use to decide whether to pollute their bodies with drugs. Specifically, the curriculum includes:

- ◆ **Module 1: Ooey Gooley, Making Sense of Scientific Inquiry** – introduces students to the scientific method.
- ◆ **Module 2: Brains in a Box: What Your Brain Can Do** – teaches students about the four parts of the brain: the cerebral cortex, Cerebellum, brain stem and limbic system.
- ◆ **Module 3: Sending and Receiving Messages** – explores the neurotransmission - communication between nerve cells.
- ◆ **Module 4: Medicine and Drugs: What's Helpful, What's Harmful** – compares the effects of medicines and illicit substances.
- ◆ **Module 5: The Science Behind Smoking** – discusses the affect of nicotine on the brain and how it can result in addiction to tobacco products.
- ◆ **Module 6: What Drugs Really Do** – enables students to use their knowledge of brain function to weigh the affects of drugs on their mental capability. ■

## Primer on Detrimental Effects of Substance Abuse

Parents and school staff responding to the DoDEA customer satisfaction surveys have expressed concern that drugs and illicit substances are readily available to DoDEA students, particularly in overseas locations. Familiarizing yourself with the consequences of substance abuse enables you to include facts about harmful effects in your regular communication to students, staff and parents (i.e., morning announcements, faculty meetings, PTO meetings, assemblies, and letters to parents.) Substance abuse by youth can result in academic difficulties, risky relationships, loss of friendships, involvement with the juvenile justice system, physical and mental health problems and possibly death. The commonly abused drugs and their possible side effects are presented below. Feel free to detach this table and display it in your classrooms for your students to view. For further information, go to: [www.samhsa.gov](http://www.samhsa.gov). ■

### Drug Prevention Program

Rand Corporation research indicates that the drug prevention program Project Alert decreased marijuana use 30 percent among middle school students. Thirty middle schools in California implemented Project Alert's eleven-lesson curriculum. Results from the study of 6,500 students indicated the prevention program was equally effective with students from a variety of socioeconomic settings.

Project Alert costs \$125.00 per teacher and includes:

- ◆ A one-day training workshop
- ◆ A complete teacher's manual with 14 detailed lesson plans (new lessons were added to address inhalants)
- ◆ Two administrator/teacher demonstration videos
- ◆ Eight classroom videos
- ◆ 12 classroom posters
- ◆ Optional teen leader materials
- ◆ Periodic free video and print curriculum updates

Ongoing technical assistance and refresher workshops are available to educators. For further information, go to: [www.projectalert.best.org](http://www.projectalert.best.org). ■

### Consequences of Substance Abuse

#### Amphetamines/methamphetamine (crack, speed, etc.):

Irritability, insomnia, convulsions, tremors, anxiety, paranoia, aggression, violent behavior, psychosis resembling schizophrenia, cardio vascular collapse and death.

#### Inhalants:

Memory loss, learning problems, increased heart rate, distorted perception of reality and spatial relations, lethargy, nausea/vomiting, slurred speech, loss of motor coordination, wheezing, organ and muscle damage, sudden sniffing death syndrome, heart failure, withdrawal symptoms that can include grand mal seizures.

#### Marijuana:

Impaired memory, anxiety, panic attacks, symptoms of chronic bronchitis, daily coughs and phlegm, more frequent chest colds, and abnormal functioning of lung tissue injured or destroyed by marijuana smoke.

#### MDMA (ecstasy):

Depression, anxiety, paranoia, muscle tension, teeth clenching, tremors, increased heart rate and blood pressure, dehydration, hypothermia, brain damage, and death. ■

## Using Students as a Resource for Safe School Planning: A Student Perspective

A 1999 CNN.com article stated that while 78 percent of teen students said their schools were not drug free, only 18 percent of their principals admitted that drug use was prevalent at their school. The good news is that the students are reporting truthfully. The bad news, however, is that school administrators may be reluctant to turn to the student body as a resource in their Safe School Planning efforts.

DoDEA schools have generally had much less drug and violence crime than public schools in the United States. According to the study of DoDEA schools by Vanderbilt University's Peabody Center, high parental involvement is a key contributor to DoDEA students' healthy choices and good behavior. Could this also be evidence that parents serve as the link between how the students feel about their school and what the administration does to continuously improve the learning environment? Probably.

Yet regardless of parental involvement, many answers to critical incidents happening in schools can come from the students. Creating some kind of link between the school faculty and the student body is the key.

The old adage that the best police detectives are former criminals - when applied loosely - can be used when considering school security. If you involve a student committee or select a few students to have a say in the process of Safe School Planning - you'll find the answers you are seeking will come directly to you - right from the source.

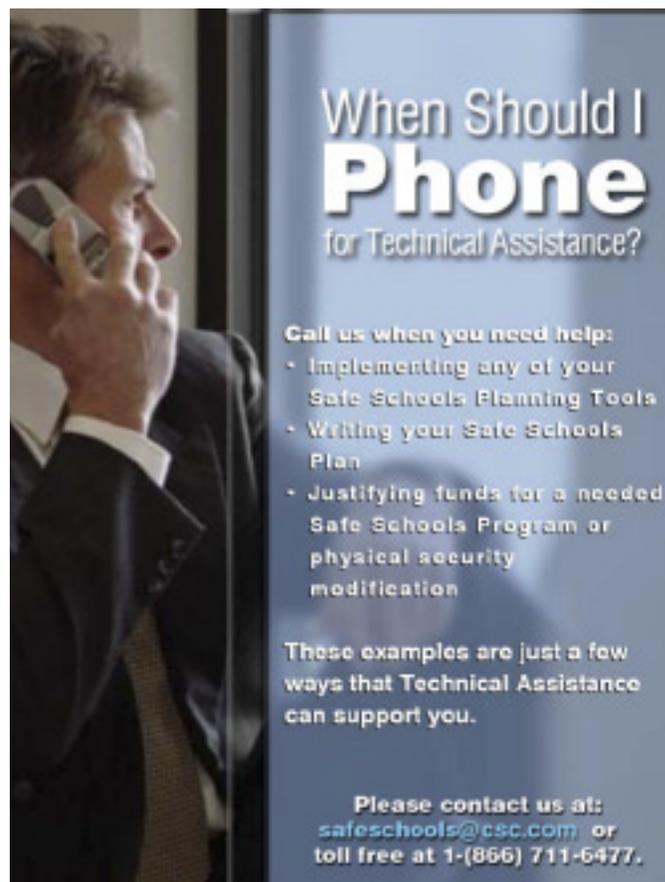
Even strategies as impersonal as distributing student surveys, such as the Sample Survey in the Safe Schools Handbook, can help you start to understand how the students feel. The aforementioned statistic about drug use in schools serves as an example. Though a survey will not solve much, it definitely opens doors to what the students feel are the biggest problems in the school. Somehow, a message must be sent to the students that the school is concerned and wants to hear what they have to say.

A survey is just one means of eradicating a lack of communication. If certain correlations are found between students' opinions and school incidents, other program plans can be implemented to placate the situation.

One example is an anonymous student hotline. Just as a school would be reluctant to go to students for solutions, a student might be hesitant to turn to faculty as well. Setting up a hotline can give students a risk-free opportunity to voice any concerns they may have, and yield the school a great resource for solving school crime incidents.

Whether the goal is a Friday night date or a Safe School Plan, initiating the conversation is half the battle. Start the talking first - then think about how to make the situation better. ■

~ Bert Garcia ~  
Class of 2002  
Student Intern



**When Should I  
Phone**  
for Technical Assistance?

Call us when you need help:

- Implementing any of your Safe Schools Planning Tools
- Writing your Safe Schools Plan
- Justifying funds for a needed Safe Schools Program or physical security modification

These examples are just a few ways that Technical Assistance can support you.

Please contact us at:  
safeschools@csc.com or  
toll free at 1-(866) 711-6477.