



**DoDEA**

# SAFE Schools

## NEWSLETTER



Volume VIII - Issue 1 September 2007

### Back-to-School Tips

Here are some back-to-school security tips to ensure a good start for the Crisis Management Team:

- ◆ Form the team – include an administrator, the school nurse, a counselor, and a lead teacher.
- ◆ Ensure all team members know their roles and responsibilities during protective actions.
- ◆ Talk students and teachers through drill procedures before conducting the first drill.
- ◆ Conduct a drill and review the results with your team.

For more information on the Crisis Management Team, see the *DoDEA Crisis Management Guide* 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). ■

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### DoDEA Welcomes Dr. Shirley Miles

Dr. Shirley Miles has joined DoDEA as the new Associate Director for Education and Principal Deputy Director. During an August 20 interview, Dr. Miles enthusiastically affirmed her commitment to helping DoDEA maintain a safe learning environment for students and staff.

Dr. Miles previously served as Superintendent in the Tempe Union High School District in Arizona. In 2001, she received a Ph.D. in Curriculum and Instruction from the University of Denver. Dr. Miles also has an M.A. in Public Administration and a B.A. in Business Administration from the University of Colorado. She has extensive experience in curriculum development, personnel administration, and student and staff achievement and accountability.



Her doctoral dissertation explored serious school violence and its effect on teacher retention. “Why is it that most of the highly publicized acts of school violence occurred in suburban schools?” she asked. Dr. Miles pointed out that administrators in inner city schools are vigilant because they understand that violent incidents can happen anywhere. “If a teacher or staff member sees a person who seems out of place near their school, they need to tell an administrator,” said Dr. Miles.

Dr. Miles is also familiar with Department of Defense schools and the unique challenges facing DoDEA students who change schools frequently. She was born in Panama while her father was serving in the U.S. Army, and moved seven times during her elementary, middle, and high school years. Her 20 year experience in education includes serving as an assistant principal, principal, superintendent, and professor.

Dr. Miles lauded DoDEA’s Safe Schools Program because it gives principals and their staff tools to approach Safe School Planning in a systematic manner. “I read the Safe Schools Newsletters – there are good suggestions in there for both parents and staff members,” said Dr. Miles. ■

## Area and District Safety and Security Officers Conduct World-Wide Conference

DoDEA Area and District Safety and Security Officers (DSSOs) gathered in Mainz-Kastel, Germany on June 25-28 to review school security issues, participate in training, and recommit to their goals and objectives for the upcoming year. Bill Heiges and Tim Krause hosted the conference attended by 22 DoDEA security personnel, including DSSOs from all DoDEA school districts and headquarters. Wayne Cox, Chief of the Office of Safety and Security (OSS), facilitated the conference with special presentations from Security Specialist Rose Chunik, Personnel Security Program Manager Dan Nofzinger, and Safety and Occupational Health Manager Keith Mumma.



*Mike Liem (Okinawa), Paul Shelbourne (Korea), and E.R. Cielo (Japan) discuss Safe Schools resources.*

Participants reaffirmed their commitment to support administrators to enhance security awareness, access control, and anti-bullying efforts in DoDEA schools. Personnel discussed a variety of safety and security issues including continuity of operations, personnel security, and information security. The final day of the conference focused on refresher training for DoDEA's Safe Schools Program. It included a review of trends

in school security, background on the Safe Schools Program, and a demonstration of the new automated Safe Schools Handbook tools. Each attendee received a reference CD that included the automated tools and many other resources for sustaining the program.

Former Chief of OSS, Ed Englehardt, was recognized for his work forging the DSSO team. From 1999 to 2006, Englehardt oversaw the establishment of DoDEA's Office of Safety and Security that was cited by a Joint Staff Integrated Vulnerability Assessment (JSIVA) team as "an innovative way to bring antiterrorism to academia." ■

## DoDEA Unveils Automated Reporting System for Serious Incidents

In August 2007, DoDEA implemented a new automated system to meet the requirement for tracking Serious Incident Reports (SIR) and Accident/Injury Reports (AIR). The SIR/AIR Reporting System provides an on-line, user-friendly interface for entering data (i.e., drop-down menus). It ensures appropriate and complete data are entered, and makes data available in near real-time to district, area, and headquarters (HQ) personnel.

The new technology helps administrators ensure accuracy and timely reporting. Reports only need to be entered into the system once and can only be modified by authorized users at school, district, area, and HQ offices. The system provides notification via e-mail that an SIR/AIR has been submitted or updated. The password protected system allows users to add images and associated information.

Information about the SIR/AIR system was distributed in the Administrators' Weekly Packet. Your Area/District Safety & Security Office or DoDEA headquarters Office of Safety & Security can answer questions about the system. The system assists administrators in meeting the requirements specified in DoDEA Regulation 4700.2, Internal Physical Security ([www.dodea.edu/foia/iod/pdf/4700\\_2.pdf](http://www.dodea.edu/foia/iod/pdf/4700_2.pdf)) and DoDEA Regulation 4800.1, Safety Program ([www.dodea.edu/foia/iod/pdf/4800\\_1.pdf](http://www.dodea.edu/foia/iod/pdf/4800_1.pdf)). ■

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This is an unofficial publication produced by CSC on behalf of the Department of Defense Education Activity Office of Safety and Security. 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 safeschools@csc.com.

## Conducting the First Lockdown Drill

A lockdown drill tests a school's internal procedures for protecting students from a threat such as violent perpetrators. Start preparing several weeks in advance by contacting emergency responders and installation officials to let them know you are planning a lockdown drill. Invite them to observe and participate. Administrators planning a lockdown drill can use the following checklist as an action guide:

- ✓ Inform all staff of the impending lockdown drill and review roles and responsibilities.
- ✓ Plan for alternative means of communication.
- ✓ Review procedures for reporting attendance.
- ✓ Review evacuation procedures, since many lockdowns ultimately result in an evacuation.

Early in the school year, many administrators use an orientation session or faculty meeting to review lockdown procedures with staff. The list below summarizes the responsibilities of classroom teachers:

- ✓ Check the hall for students and quickly bring them into your classroom.
- ✓ Close and lock the interior door.
- ✓ Lock or close the windows and any exterior doors.
- ✓ Turn out the lights, keep students quiet and out of the line-of-sight.
- ✓ Take attendance and report results to the principal or his/her designee.



A complete list of lockdown procedures required by DoDEA is included in DoDEA Regulation 4700.2 "Internal Physical Security," Section E2.2.1.3, available on-line at [www.dodea.edu/foia/iod/pdf/4700\\_2.pdf](http://www.dodea.edu/foia/iod/pdf/4700_2.pdf). The DoDEA Safe Schools Team is available to help administrators plan lockdown drills. Past assistance has included providing reference material and conducting conference calls with Crisis Management Teams. For additional information contact [safeschools@csc.com](mailto:safeschools@csc.com) or phone toll free: 1-866-711-6477. ■

## Preparing Elementary Schools for Lockdown

Some elementary school administrators in U.S. public schools delay conducting lockdown drills because they are concerned about scaring children. Here are some suggestions for introducing young students to lockdowns.

- ✓ Start by contacting parents/sponsors early in the school year using PTO meetings, letters to parents, or other methods. Explain that drills are part of the school's comprehensive Safe School Plan.
- ✓ Send a letter home to parents the week before the first lockdown drill. Let them know that sometime during the coming week the school will conduct a drill.
- ✓ Introduce the first lockdown drill with age-appropriate language. Administrators can explain the purpose of the drill in terms young children can understand. The June 2007 newsletter described how one principal in Virginia tells young students that some day "a mean, angry person" might want to enter the school, and the staff wants to be able to protect students.
- ✓ At the conclusion of the drill, thank and congratulate students on implementing the drill successfully.

The June 2007 newsletter is available from the DoDEA Office of Safety and Security Web site at [www.dodea.edu/offices/safety/safeSchools.cfm](http://www.dodea.edu/offices/safety/safeSchools.cfm). For additional information on lockdowns, the *DoDEA Crisis Management Guide* is available 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). ■

## Resources for Combating Cyberbullying

Social networking sites are one of the many forums for cyberbullying. The article “Understanding Social Networking Web Sites,” in the June 2007 *DoDEA Safe Schools Newsletter*, explained how students use on-line Web sites, such as Facebook.com or MySpace.com, to stay connected with their peers. Unfortunately, these Web sites are often an avenue for a relatively new form of bullying: cyberbullying.

Nancy Willard, Director of the Center for Safe and Responsible Internet Use (CSRIU), writes in *Educator’s Guide to Cyberbullying and Cyberthreats* that “young people today have fully embraced the Internet as both an environment and a tool for socializing . . . Unfortunately, there are increasing reports of teenagers (and sometimes younger children) using these technologies to . . . bully their peers or engage in other aggressive behavior.”

Willard defines cyberbullying as “being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies.” Like bullying, cyberbullying includes not only psychological harm, but also threats against other students. “Cyberthreats,” as Willard calls them, are “either direct threats or distressing material” that raise concerns that a young person may be considering committing acts of violence or harming themselves.

*Effectively Managing Internet Use Risks in Schools*, a free publication available on-line at [www.csriu.org](http://www.csriu.org), defines many different types of cyberbullying. According to CSRIU, some different types of cyberbullying include:

- ▶ Flaming: Angry or vulgar electronic messages that may cause on-line “fights.”
- ▶ Harassment: Repeatedly sending offensive, rude and/or insulting messages.
- ▶ Denigration: Insulting someone on-line by spreading rumors or posting false information.
- ▶ Impersonation: Posing as another person and posting material to damage that person’s reputation or friendships. This sometimes involves breaking into someone else’s account on a Web site.
- ▶ Outing: Sharing someone’s private information or images on-line.
- ▶ Trickery: Tricking someone into revealing private information which is later shared with others.
- ▶ Exclusion: Intentionally excluding someone from an on-line group.
- ▶ Cyberstalking: Engaging in on-line activities that make a person afraid for his or her safety.



“Students are engaging in this activity outside of school – but because the participants are also together in school, this off-campus activity may be impacting the school climate or interfering with the ability of students to be successful in school,” Willard notes. She recognizes that adults are usually not present in on-line communities where the bullying and threats may occur and encourages adults to send the following message to students: “Report threats or distressing material. If you see threats or distressing material posted on-line, it could be very real. It is extremely important to report this to an adult. If the threat is real, someone could be seriously injured.”

Information and resources for preventing cyberbullying are available at [www.cyberbully.org](http://www.cyberbully.org). The 2007 *DoDEA Prevention Programs Guide*, available on-line at [www.dodea.edu/offices/safety/docs/ss\\_PreventionPrograms\\_2007Spring.pdf](http://www.dodea.edu/offices/safety/docs/ss_PreventionPrograms_2007Spring.pdf), provides two resources for information about on-line security for students in the Cybersecurity section. Both programs are available on-line at no cost. ■

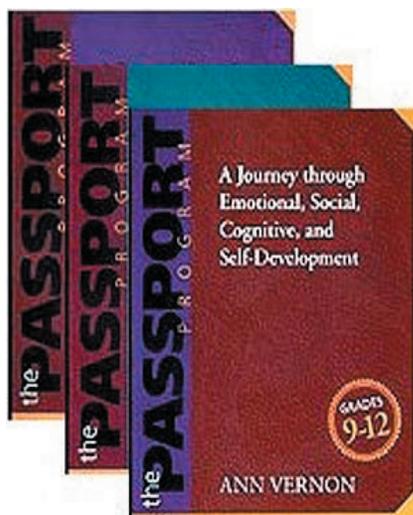
## Life Skills Programs Proven Effective

Prevention programs referred to as “Life Skills” programs contribute to a safe school environment by helping students control anger, resist peer pressure, and become better decision makers. These programs are highly successful at preventing substance abuse and violence. Recently, a study by Brandeis University found that Life Skills programs used in 13 countries are “producing meaningful changes in life skills in young lives.” The study, *Measuring Outcomes in Projects Designed to Help Young People Acquire Life Skills*, supports the notion that life skills can be strengthened and measured.

Numerous programs were included in the study, yet the life skills programs demonstrated the following results:

- ▶ Documented increases in teamwork, cooperation, self-confidence, and creative thinking.
- ▶ A rise in volunteerism which continued after cessation of the programs.
- ▶ Increased perception of the power of education to help individuals reach their goals.

DoDEA Prevention Program Guides have described more than ten Life Skills programs. Some of the more comprehensive programs such as *Stop and Think Social Skills Curriculum* (see page 6 of this newsletter) and *Second Step* have been highly publicized and evaluated. There are other “limited” programs that have not received the same degree of publicity and assessment. Administrators and teachers can quickly implement some of these limited programs on a smaller scale, perhaps in a single classroom.



*The Passport Program, A Journey Through Emotional, Social, Cognitive, and Self-development* by Ann Vernon, Ph.D., is a three volume prevention curriculum that uses Rational-Emotive Behavior Therapy to teach relationship skills, decision making strategies, and techniques for dealing with negative emotions. Described in the 2006 *DoDEA Prevention Programs Guide*, the curriculum is strongly grounded in developmental theory. Counselors who use the program say they like it because they can use the activities in one-on-one sessions with students, as well as in class exercises. Also, the activities do not require a great deal of preparation; some involve merely moving chairs or collecting interesting items from around the school. Each volume teaches the same concept of positive mental health with age-appropriate activities.

*Cool Kids: A Proactive Approach to Social Responsibility* is an easy-to-use program written by teachers. It was described in the 2007 *DoDEA Prevention Programs Guide*. The program uses games and worksheets to stress the importance of good behavior as a life skill. The designers of the program purposely developed activities that would inspire teachers to incorporate life skills into classroom lessons. *Cool Kids* offers books for both elementary and middle school grades.



For more information about Life Skills prevention programs consult the *DoDEA Prevention Program Guides* at [www.dodea.edu/offices/safety/safeSchools.cfm](http://www.dodea.edu/offices/safety/safeSchools.cfm). The Brandeis study is available on-line at [www.iyfnet.org](http://www.iyfnet.org). ■

## Stop and Think Social Skills Curriculum

The *Stop and Think Social Skills Curriculum* was featured in the 2007 DoDEA *Prevention Programs Guide*. This Life Skills program teaches preschoolers, elementary, and middle school students “survival, interpersonal, problem-solving, and conflict resolution skills.”

The program was designed by Howard Knoff, Ph.D., in 1990 in response to a perception that, because of a variety of cultural and societal changes, children were no longer learning the social skills needed to succeed at school. The American Institutes for Research tested the program in 1995; In 2000, the Substance Abuse and Mental Health Services Administration (SAMHSA) awarded it a rating of “Model Program.”

*Stop and Think* gives children the tools to succeed socially so that they have less conflict at school and are better able to make positive choices. Two versions of the program, one for parents and one for teachers, allow schools and families to work together to help children become good decision makers. Children learn ten basic and ten advanced social skills at each of four developmental levels. Some of those skills emphasize:

- ◆ Asking for permission
  - ◆ Joining an activity
  - ◆ How to interrupt
  - ◆ Responding to failure
  - ◆ Walking away from a fight
- 
- ◆ Dealing with being left out
  - ◆ Dealing with accusations
  - ◆ Dealing with teasing
  - ◆ Giving and receiving compliments
  - ◆ Accepting consequences

The program uses simple tools to achieve these goals. The kit includes a set of cue cards to remind children to break down the process into manageable steps. Activity sheets, videos, and stickers, plus a *Stop and Think* cardboard stop-sign, provide visual reminders of the need to “think before acting.”

Dr. Knoff developed the program as part of Project ACHIEVE, a program implemented in schools to maximize the social, emotional, and behavioral achievement of all students. Dr. Knoff is a nationally recognized expert on school reform and behavioral intervention and the former president of the National Association of School Psychologists.

Project ACHIEVE is an award-winning school reform program that has been implemented in 1,500 schools across 40 states. It was designated a “Model Program” by SAMHSA. The program has seven components ranging from improved academic standards to community outreach. The *Stop and Think Social Skills Curriculum* is the behavioral component of Project ACHIEVE. *Stop and Think* can be implemented with or without Project ACHIEVE. In fact, many schools across the United States, and some non-profits such as the Center for Improvement of Child Caring, use *Stop and Think* as a stand-alone program.

Jo Blease, Ph. D., Principal of Van Voorhis Elementary School at Ft. Knox, uses *Stop and Think* along with two other components from Project ACHIEVE. Dr. Blease has been using the program for fifteen years and finds it fits well with the team leadership approach she uses in her school. “It is very effective to think of discipline as an extension of our instruction,” Blease said.

Additional information on *Stop and Think* is available from Sopris West at <http://store.cambiumlearning.com>. Project ACHIEVE’s Web site offers implementation strategies and PowerPoint presentations for *Stop and Think* at no cost at [www.projectachieve.info/home.html](http://www.projectachieve.info/home.html). ■