This Month Only: Funding Available

DoDEA is making funds available directly to schools so that principals can purchase prevention programs for their students. Funds will be dispersed to your respective Area Headquarters during the first week of September and will be further allocated to the Districts. Contact your District offices to coordinate your procurement.

See Funding, Page 2

Issue Highlights - Remembering September 11, 2001

As you struggle with ways to think through or discuss the atrocities of last September 11th with your staff or students, remember to go easy on yourself - you are not expected to have all the answers to this one.

This newsletter issue presents information to help both you and your students answer questions about the tragedies, including: program support ideas to help your students better cope with terrorism, tips and guides for discussing terrorism, and measures you can take to plan to decrease the risk of a terrorist incident or respond to incidents that occur.

DoDEA Commemorative Flags

DoDEA is remembering the victims and heroes of September 11th with school ceremonies. Three flags flown...
over the Pentagon will be sent in three directions: to Europe, to the Pacific, and to the U.S. During SY02-03, the flags will be used in patriotic ceremonies at each school, and then sent to the Area Directorate Headquarters where they will be appropriately displayed. Look for updates on the progress of these flags in the October 2002 newsletter.

Funding, Continued from Page 1

needs based upon your allotted school funding levels. Since Fiscal Year 2002 funds for material purchases need to be expended during FY02, principals need to select prevention programs for their school by September 30, 2002.

This is an excellent opportunity. Consult with your staff and Safe School Committee regarding prevention programs the school might have desired but previously considered too expensive. DoDEA does not endorse specific prevention programs. However, the Handbook and Intervention Strategies Guides include descriptions of 153 prevention programs that were selected because they were considered applicable to DoDEA schools. Most of these programs were evaluated and considered effective by experts at the Department of Education, the Hamilton Fish Institute, or the University of Colorado's Center for the Study and Prevention of Violence.

The guides contain contact information, cost information, and a brief summary of the prevention programs. For an electronic version of Intervention Strategy Guides 1-1, and 1-2, e-mail: safeschools@dyncorp.com today.

New DoDEA Antiterrorism/Force Protection Program

The DoDEA Regulation 4700.1, Antiterrorism/Force Protection Program gives you standards and implementing guidance for protecting students from terrorist incidents. Consult the regulation for answers to questions regarding transportation security, weapons of mass destruction, and the types of measures to implement during heightened Force Protection Conditions. The DoDEA Antiterrorism/Force Protection Program directs school administrators to work with military installation commanders to coordinate their response to terrorist incidents.

Although the regulation is considered “For Official Use Only” with enclosures, the publicly available portions of the Antiterrorism/Force Protection Program will be available on the DoDEA website at www.odedodea.edu/regs/, search by regulation number 4700.1. An updated edition of the Antiterrorism section of the Safe Schools Handbook, including changes resulting from the new Regulation, will be sent to each school principal during September 2002. The new Antiterrorism section will replace the old section in the Safe Schools Handbook.
Report on Prevention Programs Published

On August 8, 2002, the U.S. Department of Education’s Safe, Disciplined, and Drug-Free Schools Expert Panel, published their report on Exemplary & Promising prevention programs. The Expert Panel was established to examine the myriad of prevention programs available and consider:

- whether empirical evidence warranted designating the program as “exemplary”, or
- whether there was sufficient evidence to demonstrate that the program showed promise for improving student achievement and should be designated as “promising.”

The report identifies nine exemplary programs and 33 promising programs. Of these programs recognized by the Department of Education, 24 were selected for the Handbook or Intervention Strategies Guides because they were considered relevant to DoDEA. The programs described in the DoDEA materials are identified in the text box to the right.

For further information, visit: www.ed.gov/pubs/edpubs.html or e-mail: edpubs@inet.ed.gov.

Exemplary Programs
- Athletes Training and Learning to Avoid Steroids (ATLAS)
- CASASTART
- Life Skills Training
- Project ALERT
- Project Northland
- Project T.N.T.: Towards No Tobacco Use
- Second Step: A Violence Prevention Curriculum
- The Strengthening Families Program: For Parents and Youth 10-14

Promising Programs
- Aggression Replacement Training
- Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence
- Al’s Pals: Kids Making Healthy Choices
- All Stars (Core Program)
- Caring School Community Program
- Community of Caring
- Facing History and Ourselves
- Lions-Quest: Skills for Adolescence
- Lions-Quest: Working Toward Peace
- PeaceBuilders
- Positive Action
- Preparing for the Drug Free Years
- Project STAR
- Promoting Alternative Thinking Strategies (PATHS)
- Responding in Peaceful and Positive Ways (RIPP)
- Say It Straight Training
Safe Schools Planning Saves Lives

The August 5, 2002 terrorist attack on the Murree Christian school in Pakistan that killed six adults and wounded three others, illustrated the value of preparing and implementing antiterrorism plans. The recent hardening of the school’s doors and rapid implementation of their “lockdown” procedures and security plans protected the lives of their 150 students.

Lessons Learned from the incident include:

1. **Schools Are Not Immune to Acts of Terrorism**—Take threats of terrorist incidents at school seriously. Schools, school buses, and school children are reportedly considered terrorist targets by Al-Qaeda. Some observers noted that there have been three similar incidents since Pakistan began supporting the U.S. war in Afghanistan. The size and composition of the Murree Christian school is similar to some of the DoDDS schools. The school has 150 students and includes grades K-12.

2. **Incident Response Planning Matters**—The school had already planned and rehearsed their response to a potential terrorist incident, so when school administrators heard shooting outside of the school they immediately implemented their previously practiced lockdown procedures. Implementation of Incident Response Plans enabled the school to cope with the situation until the arrival of security officials.

3. **Physical Security Upgrades Are Important**—According to witnesses, some of the terrorists attempted to force their way into the school, but the newly reinforced doors thwarted their efforts. Although it is difficult to invest in physical security upgrades until the threat of a terrorist attack seems “real,” the strengthened physical security measures protected the students. The DoDEA Antiterrorism/Force Protection Program describes similar measures that you can take to increase security during heightened Force Protection Conditions.

4. **Counseling and Parental Support Helps Heal the School Community**—News reports described efforts the school, parents, and community made to reassure the traumatized children and assist them in their recovery. The DoDEA Safe Schools Program suggests that principals have prearranged agreements with mental health professionals and counselors who will be available in the event of a violent incident.


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Keep in Touch ...

E-mail your requests for technical assistance and security-related questions to: safeschools@dyncorp.com today!
Prevention Programs Focusing On Terrorism

Here are some brief descriptions of several programs you can use to respond to the threat and psychological consequences of terrorism.

**911 As History**, by the Families and Work Institute, is a 16-lesson curriculum that helps educators cope with their fears of a terrorist incident, view the September 11, 2001 incidents in historical perspective, and consider how they can express their response to the terrorist incidents in constructive civic action. The curriculum includes age-appropriate lessons for grades PreK-2, 3-5, 6-8, and 9-10. Students respond to questions regarding how they were affected by the events of September 11th. The curriculum is available at no cost on the Internet. For more information, visit [www.familiesandwork.org](http://www.familiesandwork.org), select “New 911 As History Initiative.”

**American Red Cross Homeland Security Advisory System for Schools** advises schools as a security measure to teach the “Masters of Disaster” curriculum to students in grades K-8. This curriculum describes actions students can take to protect themselves during incidents. The Red Cross also recommends distributing copies of their brochure “Terrorism: Preparing for the Unexpected.” To prepare for times of high alerts, the Red Cross recommends teaching “Facing Fear: Helping Young People Deal with Terrorism and Tragic Events” lessons for students in grades K-12. For further information visit: [www.redcross.org/services/disaster/beprepared/hsas.html](http://www.redcross.org/services/disaster/beprepared/hsas.html), select “Schools.”

**Beyond Blame**, by the Education Development Center is a Hate Prevention Curriculum developed in response to the September 11, 2001 terrorist attacks. The program educates students about the experience of Japanese Americans during World War II to help students realize the importance of not blaming their fellow Arab-Americans or Muslim citizens for terrorist attacks, simply because they share ethnicity or religion with the attackers. Students consider three questions relating to the injustice of prejudice in response to violence.

- **Lesson 1**: What is Justice? What is the Injustice Here? presents a discussion of attacks and threats made on innocent people perceived to be of Arab descent.
- **Lesson 2**: Has the Past Been Just? compares recent hate incidents to the internment of Japanese-Americans during World War II.
- **Lesson 3**: Can You Prevent Injustice? guides discussion of student actions.

A printable, “pdf” document version of Beyond Blame is available at no cost, at: [www2.edc.org/beyondblame/beyondblame.pdf](http://www2.edc.org/beyondblame/beyondblame.pdf).
**Will They Fly A Plane Into Our House?** by Lawrence Shapiro, Ph.D.
In this elementary school curriculum, Shapiro offers teachers lesson plans for helping children cope with the psychological stress of terrorist incidents.

- **Part I:** includes answers to parents’ questions such as “What can I do to help keep my child from worrying about terrorism?”
- **Part II:** includes answers to children's questions such as “Why are terrorists attacking our country?”
- **Part III:** includes activities for children who are worried or scared, such as ways to help children learn to calm themselves.

To obtain a copy at no cost, visit: [www.guidancechannel.com/talkingterrorism.pdf](http://www.guidancechannel.com/talkingterrorism.pdf).

**Coping With Terrorism: A Parent’s Guide** by Naomi Drew entitled Hope and Healing: Peaceful Parenting in an Uncertain World responds to parents’ concerns in the aftermath of the September 11th terrorist attacks and provides guidance on how adults can remain calm while confronting stress, manage anger, listen better to children, resolve conflicts, and instill a sense of hope in their children. For further information, about the guide, visit [www.amazon.com](http://www.amazon.com) and search by title. For further information about Drew’s workshops and publications, visit: [www.LearningPeace.com](http://www.LearningPeace.com) or e-mail: win47win@aol.com.

**Updated Newsletter Format** offers the following columns:

- **News & Updates** – concentrates on DoDEA-specific news to include field updates and your successes.
- **Safe Schools Planning** – provides an opportunity to learn about technical support available from the Safe Schools Program and to glean answers to your recent safety and security concerns.
- **Prevention Programs** – presents intervention and prevention information to help you better teach your students who exhibit negative behaviors and addresses specific programmatic needs such as coping with the threat of terrorism.
- **Education Issues** – provides thought provoking articles regarding worldwide school safety as well as updated research and analysis. We welcome your feedback on this new format and hope to hear from you soon.
Reflection in the Midst of Crisis

The importance of principals and teachers giving themselves an opportunity to adjust to the news of a terrorist incident should not be underestimated. Psychologists and counselors repeatedly emphasize that although it is difficult in the limited time available between learning the news of an incident and communicating it to students, it is important for school administrators and educators to manage their own emotional response so that they can better assist students.

Linda Lantieri, from Educators for Social Responsibility, suggests that in the midst of crisis, we try to remember to pause and reflect. States Lantieri, “When crisis hits, we often can’t figure out how we can help others and also attend to ourselves in the process. However, when we fail to stop and reflect, we can lose our way and bypass the wisdom that comes from such reflection, making us less capable of cultivating what Buddhists call ‘right understanding, right action, right effort.’”

Cheri Lovre, of the Crisis Management Institute recently published a guide entitled A Summer of Renewal: A Guide for Reflection for New York City School Personnel Integrating the Events of September 11th to help educators cope with their feelings in response to the September 11, 2001 terrorist incidents. The guide, complete with journaling and exercises, is an attempt to provide educators a system for strengthening their inner resources and discovering and reaffirming how they excel in helping their students. Lovre shares, “Remember, we don’t learn coping skills when life is a breeze. We have all gained much of what makes us strong by surviving life’s challenges.” To obtain a copy of Cheri Lovre’s guide at no cost, visit: www.cmionline.org.

Call Us - We are here to serve you!

Welcome! We hope you will enjoy your revitalized Safe Schools Newsletter for the DODEA SY2002-2003. Use this newsletter as your vehicle to:

- Communicate your Safe School planning successes in the areas of policy, program and physical security improvements.
- Find new and updated safe schools information here that will help you further enhance the safety and security process at your school.

Our job is to share your safe schools related news with your peers and to research and present topics of interest to you. Please e-mail your news and topical requests to us at anytime, so we can better serve you. Contact us at: safeschools@dyncorp.com or (866) 711-6477.

Technical Assistance

For assistance with:

- Implementing any of your safe school planning tools
- Writing your own 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. No request is insignificant. Please contact us at: safeschools@dyncorp.com or (866) 711-6477.