



SAFE SCHOOLS

NEWSLETTER



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Updated Safe Schools Workshops

On October 3, 2002, DoDEA Director Joseph Tafoya directed that “Superintendents and School Administrators receive updated Safe Schools training this school year.” Tafoya noted that the workshops were necessary due to staffing changes and program improvements since the original workshops were provided during school year 1999-2000.

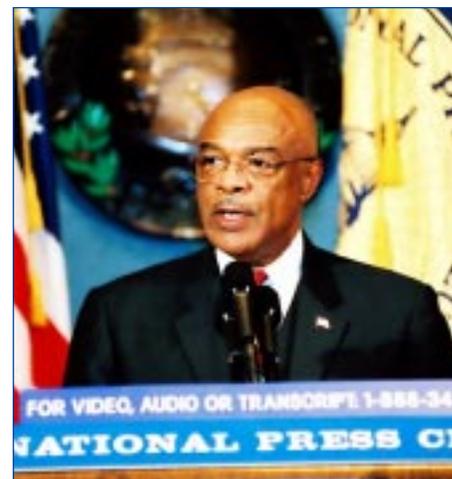
“I share your mutual desire to provide a safe, secure, and conducive learning environment for our students” Tafoya wrote to area directors. Look for further updates in the November 2002 newsletter. □

Secretary Paige: School Security is Job 1

Secretary of Education Rod Paige emphasized school safety in his annual “back to school” speech. “Safety is job 1. And that job got even harder after September 11th,” he said at the National Press Club on September 9, 2002. Secretary Paige lauded educators’ efforts to help children cope with news of the terrorist attacks.

“Teachers and principals are the ultimate first-responders. . . . While the world as we knew it literally came crashing down, teachers and principals carried on in the truest spirit of those called to this noble profession.” For his remarks, visit: www.ed.gov/Speeches/09-2002/09092002.html. □

Safe Schools NEWS



Secretary of Education
Rod Paige

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Miss America Advocates School Violence Prevention



School violence prevention is the public policy issue of Erika Harold, a 22-year old youth coordinator, who became Miss

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Preventing Child Abductions

On August 6, 2002, President Bush announced two efforts now underway to protect children from abductions. The October 2, 2002 White House Conference on Missing, Exploited and Runaway Children explored new ways to protect children. Secondly, a parent's guide entitled "Know the Rules," written by the Center for Missing and Exploited Children with the Department of Justice, is now available. President Bush stated that 58,000 children are abducted by non-family members annually and added that the parent's guide offers practical advice to help families and communities make their homes, schools, and communities safer from the threat of abduction. The parent's guide includes the following tips:

- Always know the whereabouts of your children.
- Never leave your children unattended in an automobile.
- Ask your children about people who seem to be too interested in them.
- Encourage open communication so your children will tell you about situations or individuals that make them feel uncomfortable.

The guide reminds parents they can use the time while traveling to the grocery store or shopping mall as teaching opportunities to discuss with their children how they would escape an uncomfortable confrontation. Reminding children that they could use pay phones, go to the restroom with a friend, or alert a responsible adult enables them to take action quickly during an incident because they will have already considered their alternatives. President Bush emphasized this point, saying "Children should know a safe place to seek help if they are approached by a stranger on their way to school, or if they're standing at a bus stop."

The Department of Education plans to distribute the "Know the Rules" guide to every U.S. public school. To obtain your copy, go to: www.missingkids.com, select "Education and Resources." For further information on the White House Conference on Missing, Exploited and Runaway Children visit: www.whitehouse.gov/news/releases/2002/08/20020806-2.html □

Deadly Lessons: Understanding Lethal School Violence

The National Research Council reports on lessons learned from the study of six school violence incidents. Their report, *Deadly Lessons: Understanding Lethal School Violence*, examines the student shooters' social and personal circumstances. The conclusions address potential threats, violence prevention, and community healing. The council investigated incidents in New York, New York; Chicago, Illinois; Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; and Athens, Georgia. Each lesson describes events contributing to the violent incident, student shooters' perspective, and effect on the school community. For further information, visit: www.nap.edu/catalog/10370.html or e-mail: zjones@nas.edu. □

DoDEA Safe Schools Program Managers

Ed Englehardt, Rose Chunik

Safe Schools Newsletter Editorial Staff

Bob Michela, Jennifer Bloom, Brian McKeon, Steve Lee

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 703-461-2000 or michelar@dyncorp.com





Intervention Strategies Guides Available on DoDEA Website

Intervention Strategies Guides 1-1 (February 2002) and 1-2 (July 2002) describe 48 prevention programs considered relevant to DoDEA schools. These guides are now available on the DoDEA Website. Visit the DoDEA homepage at: www.odedodea.edu, select "Schools", "Safe Schools Newsletters", and then "February 2002, Intervention Strategies Guide 1-1" or "July 2002, Intervention Strategies Guide 1-2." □

New Antiterrorism Section for Safe Schools Handbook

The new Antiterrorism section for the DoDEA Safe Schools Handbook was sent to principals on September 24, 2002. As indicated in the September 2002 newsletter, the revised Antiterrorism section is updated with new information on Antiterrorism and describes the changes in the DoDEA Antiterrorism Program (DoDEA Regulation 4700.1). This revised section describes the new Force Protection Condition (FPCON) Measures (i.e., FPCON Normal, Alpha, Bravo, Charlie and Delta). □

Miss America . . . continued from page 1

America on September 21, 2002. The University of Illinois graduate and future Harvard Law student said that she remembered being bullied in school. "I want kids to be able to break that cycle of violence," said Harold, "If Miss America can be bullied, then anyone can be bullied."

Source: 9/22/02 news reports from *The Washington Post* and *Reuters*. For further information, search articles at: www.reuters.com. □

Safe Schools Activities for October 2002

October 2002 is an excellent time to implement several safe schools activities including student surveys, table top exercises, security awareness programs, and parental involvement strategies. Consider implementing student surveys as part of your Risk Reduction Planning.

Student Surveys are appropriate because students attending classes since August or September 2002 have sufficient experience to describe their perceptions of school security.

Sometimes students do not take the surveys seriously. Remember to explain that the principal needs students' candid answers to improve security and enhance school climate. Also, remember that you are not seeking statistically valid research to compare with other schools. These surveys are intended simply to obtain opinions from your students to assist the principal and the Safe School Committee as they evaluate security measures.

Table Top Exercises enable military command authorities, local security officials, emergency responders and school officials to coordinate their response to a school violence incident.

The Education Issues article in this newsletter presents ideas for improving student security awareness. Enhancing parental involvement is discussed in the Prevention Programs article. □





COMMEMORATIVE FLAGS UPDATE



Joseph Tafoya
Director of DoDEA



Students and teachers cut the ribbon to celebrate the conclusion of the Grand Opening Ceremony.



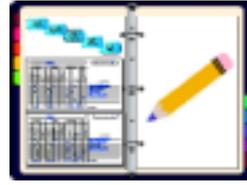
Diana Ohman

Remember the commemorative flags flown above the Pentagon that were to be used in patriotic ceremonies remembering the victims and heroes of September 11, 2001? On September 26, 2002, DoDEA Director Joseph Tafoya, participated in such a ceremony raising one of the flags at Aviano, Italy. The ceremony was a USAF/NATO/DoDDS dedication of the new school at Aviano Air Base. Students guided visitors through the facility that houses an elementary, middle and high school. Diana Ohman, Director DoDDS-

Europe; Tom Ellinger, Mediterranean District Superintendent; and Jennifer Beckwith, Assistant Superintendent; also participated.

Three flags flown over the Pentagon will be sent to three areas: to Europe, to the Pacific, and to the U.S. To arrange for your school to receive a visit from one of the commemorative flags, contact your Area Public Affairs Office. These three flags are intended to be moved from school to school until they are displayed at the area headquarters. □





Safe School Planning

Understanding the Terrorist Threat to Schools

As administrators learn the new DoDEA Antiterrorism Program (Regulation 4700.1), and read the new antiterrorism section of the Safe Schools Handbook, they should remember the importance of explaining to the school community how terrorists might target schools. Students, school administrators, teachers, and parents support security measures more energetically if they understand the terrorist threat.

Administrators need to conduct Antiterrorism (AT) planning because, despite the very low probability of a terrorist attack at any school, the potential damage such an attack could inflict is very high. Demonstrating planning and readiness deters terrorists because they seldom attack where they see AT readiness.

Threats from two types of terrorists have risen. The first is motivated by political or religious ideals. The second relates to psychotics deranged by personal failure, rage, or other factors. Both types could include people prepared for suicide. Of the two, psychotics have so far proven a much greater threat to schools than political terrorists.

Terrorists attack to inflict fear, not to gain self-advantage as do criminals. They seek symbolic targets where many can be threatened or killed, media coverage is assured, emotional impact will be high, and institutions can be humiliated. From this savage perspective, a school can become an attractive target.

Terrorists, however, have weaknesses. The most obvious is that their means to create terror must be brought from outside, requiring forcible entry or stealth, and exposing them to identification and capture.

To carry out a surprise attack, terrorists must first develop detailed data by prior surveillance, reconnaissance, and other means. They may need cover stories, or institutional uniforms and vehicles to enter and study targets at school. Terrorists often need to bribe or coerce insiders for key details. They usually rehearse to coordinate key aspects, and may try to do so on-site. Lack of mobility can require them to try to preposition equipment near targets. To reduce the risk of failure, they often try to copy keys, disable locks or alarms, cut entry holes and hack into networks in advance to assure access. Since most attacks require complex plans, they often cannot adapt quickly to change. Random, even minor, variations in the activity of targets can thus abort attacks.

Finally, though some terrorists are professional, most lack experience. They may thus betray their deadly intent beforehand by nervousness, alienation, or hostility. Suicidal or deranged persons also often have police records, and frequently brag about their plans to someone in advance. These and other terrorist weaknesses can be identified and exploited by an alert school, working in close cooperation with local security officials. □

Keep in Touch ...

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



October 2002 Student

Security Awareness Activities often involve school assemblies to introduce the topic of school security or describe the Safe School Plan. Students discuss and write about school safety in their academic classes. Art classes create posters depicting school security themes that are displayed throughout the school. School beautification projects or service projects enhance school climate.



Security Awareness Activities

Consider these techniques to involve students in school security:

- Require students to sign the Student Handbook
- Invite students to sign a no-gun contract or no-fighting contract
- Arrange student clean-up activities for certain areas of the school
- Organize student fund-raisers for specific equipment to enhance students' sense of ownership in the school
- Include student representatives on the Safe School Planning Committee for middle and high schools
- Establish student peer mediation activities

The National School Safety Center (NSSC) has declared October 20-26, 2002

America's Safe Schools Week for 2002. NSSC plans to "motivate key education and law enforcement policymakers as well as students, parents and community residents to vigorously advocate school safety." For further information visit www.nssc1.org.

Students Against Violence Everywhere (SAVE) is also encouraging members to participate in Safe Schools Week 2002. For further information on SAVE Service projects, visit: www.nationalsave.org/main/action.asp or for details regarding SAVE's security awareness efforts visit, www.nationalsave.org/main/events.asp

Character Counts! offers several ideas for security awareness activities. Visit www.charactercounts.org and select "What people are doing." For lesson plans, visit: www.charactercounts.org/ideas/ideatoc.htm □



Specific Actions for Parental Involvement

When parents participate in school activities and actively help students with schoolwork, students behave better and perform better academically. Parental involvement is a “protective factor” that insulates students from involvement with drugs and violence. The U.S. Department of Education reports that children of involved parents not only get better academic grades, but also are more likely to complete high school, attend college, and earn more during their lifetimes. Others note that these children are inclined to participate in community service. This article suggests actions principals and teachers can take to enhance parental involvement.

Principals’ Actions

Social Activities: Sponsor Family Picnics early during the school year to let the entire family, including brothers and sisters, see the school and become acquainted with school staff and other families. Providing opportunities for family-to-family contact strengthens the parents’ sense of school community and increases the probability that they will attend future events.

Alternative Meeting Times: Offer alternatives to the traditional PTO meetings for parents who are not available during the evenings (i.e. “parent coffees” in the mornings or brown bag lunches during school.)

Student Handbook: An effective technique used by several DoDEA schools involves clearly stating expectations for student behavior in the Student Handbook and requiring students and parents to acknowledge in writing that they

understand the school rules and the consequences for violating the rules.

Security Assistance: Involve parents as chaperones, safety patrols, or security assistants for co-curricular events such as athletic games and dances.

Safe School Planning: Include parents on the Safe School Planning Committee. Some military service personnel might have extensive threat vulnerability assessment experience that can contribute to their child’s school security needs. Some DoDEA schools have noted that such parental cooperation improves communication with the military command and improves the parent-school connection.

Teachers’ Actions

Homework: Assign homework that requires students to ask their parents questions about their family’s traditions or values. For social studies classes, students could write about the daily life activities of their grandparents or describe how their ancestors came to the United States. For English or leadership classes, parents and students could answer questions together to identify what is important to their family. Children could write a summary of their family’s values.

Progress Reports: Teachers can phone or e-mail parents to report good news. Establishing personal contact with parents early in the school year makes it easier for parents to ask questions and clarify misunderstandings later. Effective communication through notes and phone conversations can prevent behavior or academic problems that might require traditional parent-teacher meetings. □



What Parents' Can Do to Support Schoolwork

School Behavior

- Insist your child behave well in school.
- Communicate your high expectations for your child's behavior.
- Discuss consequences for misbehavior with your child before incidents happen.
- Involve older children in establishing expectations and consequences.

Reading

- Read together: newspapers, bedtime stories, Internet research.
- Visit the public library together.
- Read books assigned to older children so the family can discuss them.

Homework

- Check homework daily.
- Establish a specific time and location for homework.
- Provide a designated workspace for homework (i.e., a desk, kitchen table).
- Organize school supplies (i.e., paper, pencils, scissors, scotch tape) and reference books (i.e., dictionary, thesaurus) for ready access.

Other

- Participate in the Parent Teacher Organization.
- Confer with teachers regarding your child's progress.
- Limit television viewing to no more than two hours daily.

For further information, see the Department of Education brochure: "Get Involved: How Parents and Families Can Help Their Children Do Better in School," available at: www.ed.gov/pubs/PFIE/families.html. □

Sources of Further Information on Parental Involvement:

The Department of Education guide *Parent & Family Involvement in Children's Education: Successful Local Approaches* offers principals 20 strategies for increasing parental involvement. The guide includes descriptions and contact information for each of the strategies. To obtain a copy, visit: www.ed.gov/pubs/FamInvolve

Reaching All Families: Creating Family Friendly Schools, also available from the Department of Education, describes how principals can use informal gatherings and parent workshops to increase parental involvement. The guide is available at: www.ed.gov/pubs/ReachFam/index.html

Remember DoDEA's Community Relations/Partnership Office offers excellent ideas on improving school-home partnerships. Visit: www.odedodea.edu/crp

The National Parent Information Network (NPIN), sponsored by the Educational Resources Information Clearinghouse (ERIC) offers parents a question and answer service and on-line discussions. Visit: <http://npin.org> □

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. Please contact us at: safeschools@dyncorp.com or (866) 711-6477.

