



Fort Knox Has the Lock on Character

“Ever wonder what’s “right” with our kids? Sometimes we find the answer in the strangest places.” With these words, Fort Knox Garrison Commander, Colonel Eric Schwartz, finished an e-mail that was recently forwarded around the world by people moved by its content. In his e-mail, Col. Schwartz described a powerful display of character that occurred the previous evening at a Fort Knox High School (FKHS) Boys Varsity Soccer Game.

The match was an “away game.” It was homecoming for the opposing team. The stadium was full. After the opening presentations, both teams lined up to salute the flag during the National Anthem, yet nothing happened. “After a brief pause, the announcer came on and said he had misplaced the CD and that we would just skip the National Anthem,” wrote Schwartz. “The North Hardin Boys broke from their formation and quickly assumed their positions on the field. The referees took off at a slow jog to take their positions. The Fort Knox boys didn’t move.” Instead the team came together in a mass, continued to face the flag, placed their hands over their hearts, and sang the National Anthem.



The Fort Knox High School Boys Varsity Soccer team.

As the other team and spectators realized what was happening, they too joined the singing. “Voices cracked in the stands and on the field,” wrote Schwartz, whose son plays on the FKHS team. “It was the worst rendition of the National Anthem that I’ve ever heard. Yet, it was perfect.”

Back at school on Monday, the team received a hero’s welcome. There had been news coverage and congratulations were pouring in. “We were real proud of them,” said Principal Sarah Turner. Yet, when asked if this show of leadership was reflective of the many student leadership programs in place at FKHS and other DoDEA schools, Principal Turner offered an alternative theory. While she acknowledged the benefits of programs such as Junior ROTC and others, she thought the actions of the boy’s soccer team were a reflection of the patriotism and good character that so many students in DoDEA learn at home. “The kids themselves recognize that they are part of a bigger thing and I think their behavior reflects that.” ■

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Alcohol Use Linked to Risky Behaviors

Many counselors and parents know that alcohol plays a role in other risky behaviors that may involve teenagers. A new diagnostic tool, developed at Children's Hospital Boston and described in the *Journal of Adolescent Health*, is now available to help pediatricians and other diagnosticians screen teens to determine which students may be at risk for unwanted pregnancies, sexually transmitted diseases, drug overdoses, and alcohol poisoning.

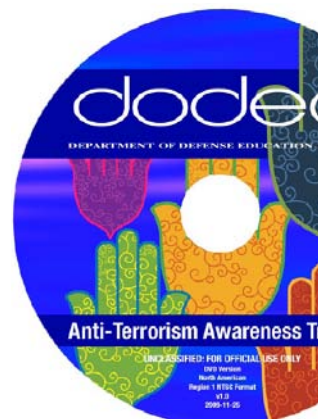
The CRAFFT diagnostic test asks six screening questions including "do you ever use alcohol or drugs to relax, feel better about yourself, or fit in?" and "do you ever forget things while using drugs and / or alcohol?" According to the research findings, students who answered "yes" to two or more of the questions tested "positive."

Compared with their peers, adolescents with a positive result are at greater odds of having sexual contact after using alcohol or other drugs, having a sexual partner who used alcohol or drugs, having sex without a condom, and having multiple sexual partners within the past year. Of the 305 study participants, 49 had a positive result. Physicians in Boston who use this test are now offering counseling to avoid high risk behaviors and referring some at-risk teens for further assessment.

While the tool was developed primarily for use by primary care physicians, the findings of the study underscore the need for all adults who work and live with teens to recognize the other risky behaviors that can go hand-in-hand with alcohol use. For more information about CRAFFT, or about ways to prevent teen alcohol abuse, contact the Safe Schools Team at safeschools@csc.com. ■

Coming Soon: New Kid-Friendly Antiterrorism Awareness Training Video

In response to requests from the field, the DoDEA Office of Safety and Security has updated the videos used to provide annual antiterrorism awareness briefings for DoDEA students. These videos offer new information on antiterrorism awareness for students in a fresh format sure to please student audiences.



A single DVD will now contain two separate videos: a video tailored to primary students as well as a video for secondary students. Middle school administrators will be able to choose which video they present to their students.



DoDEA students, family members, and educators will also be able to visit an accompanying Web site to play games, download checklists and reminders, and keep students learning about personal security all year long. Copies of the video will be sent to each principal during spring 2010. ■

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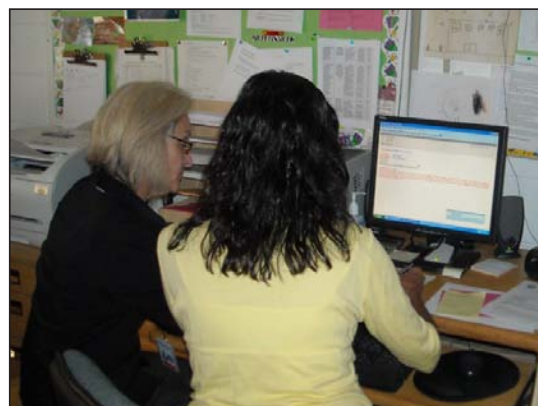
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Using “Catcher” Teams to Take Attendance During a Critical Incident

Taking attendance using e-mail during lockdown allows administrators to “catch” information that teachers pitch to them. This enables administrators to check that students and staff are safe and quickly determine who may be in need of additional assistance. During a crisis incident, this technique achieves several key benefits:

- ▶ Confirms that the lockdown command was received and implemented.
- ▶ Provides a status report on how many students and staff are safe, and how many might be at risk.
- ▶ Yields updated information which can be relayed to emergency responders while they are en-route.

Using e-mail to report attendance during a lockdown is a simple and reliable technique for keeping track of where everyone is in the building. Also, since staff members use e-mail daily, there is no need for technology training or added cost. However, plan for alternative means of communication if e-mail is not available (i.e., P.A. system, cell phone, or walkie talkie).



Schools that have incorporated e-mail into their lockdown procedures have reduced the time required to take attendance during an incident by 50 percent. During demanding drill scenarios recently at Quantico, the Crisis Management Teams at Burrows and Russell Elementary Schools accounted for 100 percent of students in less than three minutes. This was due in large part to using e-mail to account for students. To obtain help implementing this procedure, contact safeschools@csc.com. ■

Using E-mail to Take Attendance During Lockdown

1. Designate two crisis team members in the front office as “Catchers” to receive e-mail reports. Ensure that these two staff members (the catcher team) have a map of the school with room numbers.
2. Designate another person to call 911 or the comparable emergency number. This team member should stay on the line with emergency responders. (Avoid assigning specific duties to the principal or lead administrator as they need to remain free to respond to changing circumstances.)
3. Each classroom teacher should have an e-mail saved as a draft that states in the subject line: “Room number 201, All OK” or “All present.” If all students are present, teachers send the saved message. If there are additional students in the room or absences, the teacher adds “+2” or “-1” to the message line. If there are additional special circumstances, the teacher explains the situation in the body of the e-mail (i.e., student having asthma attack).
4. The catcher team then scans the subject lines of the incoming e-mail messages and quickly determines which rooms need additional attention. (They do not need to open each message.) Catchers should then read the messages containing additional information to see which rooms may need to be contacted by phone or P.A. system.
5. Use a map to check off the classrooms that have already responded. Reconcile the pluses (i.e., students who were in the hall and were pulled into classrooms) with the minuses (i.e., students who were absent for tutoring or “pull-out” classes). Missing students might be in the bathrooms or injured, but knowing the status enables the principal to update inbound emergency responders so they can deploy resources to the correct locations.

Martin Luther King Day: Study and Celebrate

As the birthday observance of Dr. Martin Luther King and of Black History month approach, a new study provides more reasons why all Americans benefit from celebrating the contributions of our diverse population. Researchers at Rush University and Yale have found that children develop an awareness of race and racial biases at a very early age, and negative stereotypes can have long-term effects on their achievement. The study shows that celebrating the accomplishments of minorities, especially their intellectual achievements, benefits students academically, as well as socially. Published in the journal *Child Development* in December 2009, the study found that when children believed broadly held negative stereotypes about their own races, they performed at a lower level academically.



DoDEA educators have long recognized the importance of teaching tolerance as a means of closing the achievement gap. The 2001 Vanderbilt University study, *Marching Toward Excellence*, found that, while fifty percent of students in DoDEA qualified for free or reduced school lunches, the overall level of achievement, including that of minorities, was exceptionally high: “In addition to high overall scores, African-American and Hispanic students in DoDEA schools performed at high levels . . . these students were either first or second in the nation in 8th grade reading and writing.” Negative stereotypes, once in place, are difficult to eradicate; the many initiatives DoDEA takes to prevent and eradicate their spread positively impacts the academic careers of our students.

The DoDEA home page offers links to numerous online resources for teachers, students, and families interested in honoring the legacy of Dr. King and/or February’s Black History month. Below is a partial list of those resources:

- ◆ Martin Luther King, Jr. Research & Education Institute – This site includes lesson plans.
- ◆ Public Broadcasting Service (PBS) – This site contains lesson plans for both Social Studies and English.
- ◆ Remembering the March on Washington – The site is dedicated to the 40th anniversary of the March on Washington.
- ◆ Historic Places of the Civil Rights Movement – A partnership project produced by the U.S. Department of Interior, National Park Service, U.S. Department of Transportation, The Federal Highway Administration, and the National Conference of State Historic Preservation Officers which provides a tour of sites specific to the Civil Rights Movement.
- ◆ Nobel Prize.org – Martin Luther King, Jr. biography and selected bibliographies.
- ◆ Kids.gov – This is the official kids’ portal for the U.S. government. It includes age-appropriate resources on Dr. King. The site also contains teacher materials such as: free publications, colorful posters, and practical lesson plans.
- ◆ Scholastic – This resource for teachers and students explores the legacy of Dr. Martin Luther King, Jr. as a leader. There is also a video and text of the “I Have a Dream” speech.

In addition to these resources, the DoDEA site also contains a video of Dr. Shirley Miles discussing the importance of King’s birthday for all Americans. This can be viewed online at www.dodea.edu/mlkday/students.html. For a complete list of resources, visit the “DoDEA Celebrates” section of the DoDEA Web site at www.dodea.edu/mlkday/index.html. ■

US-CERT Provides “Non-Technical” Cybersecurity Resources

The United States Computer Emergency Readiness Team (US-CERT) focuses primarily on coordinating the civilian federal government’s response to online security threats, but the organization does more than defend our country’s computer systems against international hackers. US-CERT, which was formed in 2003, operates as a “cyber clearinghouse” within the Department of Homeland Security. The organization reviews all information from government agencies pertaining to cybersecurity and cyber crime. Through a number of outlets, US-CERT makes available any information suitable for public release.



US-CERT releases information about current security issues, vulnerabilities, and exploits. The organization also works with public and private software vendors to create patches for security vulnerabilities. All of this information is disseminated to federal agencies, industry, the research community, local governments, and the public through its Web site and other media.

The US-CERT Web site offers a compendium of this information for civilian users about how to protect their assets online. While this sounds complex, because of the presentation of the site, even technical neophytes can use these resources, many of which are useful tools for educators.

Educators and parents might find the information on “Keeping Children Safe Online,” particularly useful. It presents the “unique risks” associated with children using computers. According to US-CERT, when dealing with online security “children present additional challenges because of their natural characteristics: innocence, curiosity, desire for independence, and fear of punishment.” US-CERT says that these need to be considered when determining how to protect a child and data on the computer.

In addition, there is also a Web page dedicated to “Dealing with Cyberbullies” which includes the current research and findings about the best ways to prevent, detect, and report any type of online harassment. For example, to prevent online harassment, US-CERT recommends against posting personal information online or escalating any hostility from a bully. If it does occur, however, victims of cyberbullying should “document the activity” and “report it to the appropriate authorities.”

The US-CERT site includes a lengthy list of other cybersecurity resources. Some of those topics include:

- ▶ Staying safe on social networking sites
- ▶ Protecting data and passwords
- ▶ Preventing identity theft
- ▶ Cybersecurity for wireless or mobile devices

Each item in a long list of “Cybersecurity Tips” is a hyperlink to an informative Web page about these common security issues. The tips provide instructions to help the Internet users understand seemingly complex tasks, such as how to evaluate a Web browser’s security settings, the advantages of encryption, and how to avoid spyware and viruses. To learn more, visit www.us-cert.gov. ■

The Alphabet Soup of Club Drugs

According to the 2007 *Monitoring the Future* study about one in 100 high school students report experimenting with some type of “club drug.” Students sometimes accept club drugs from friends because they hear that there are no lasting negative side effects. Acquainting educators, parents, and students with the facts can help members of the school community recognize usage and warn students of the risks associated with these drugs.

The four drugs described below share several characteristics, they are:

- ✓ Made from chemicals (synthetic) as opposed to naturally occurring substances,
- ✓ Used to reduce inhibitions and can lead to poor decisions in the near term, and
- ✓ Come in harmless looking forms such as pills and liquid that are easy to take.



Unfortunately, the warning signs that a student is using these drugs are subtle. The summary below can help administrators raise awareness of the risks of using these drugs.

Ecstasy (MDMA), also called Adam or XTC, is a mind altering synthetic drug. It has hallucinogenic or amphetamine-type properties. Students choose MDMA because it lowers inhibitions and leaves a soft glowing feeling. Unfortunately, the health effects include psychological difficulties such as confusion, depression, sleep problems, drug cravings, and psychotic episodes. Users of MDMA report increased anxiety and paranoia (bad trips) weeks after taking the drug. The National Institute on Drug Abuse (NIDA) reports that recent research links MDMA to parts of the brain critical to thought and memory. Warning signs include: involuntary muscle tension, teeth clenching, nausea, blurred vision, rapid eye movement, faintness, chills, or sweating.

Gamma Hydroxybutric Acid (GHB) is a “date rape” drug. It comes in pills or powder and is odorless and nearly tasteless so it is easy to slip into a beverage undetected. The Food and Drug Administration (FDA) has warned that GHB can cause effects ranging from nausea and vomiting to seizures and comas. Additional negative risks relate to the health choices made while taking the drug, rather than direct health effects of usage.

Rohypnol or “Roofies” are taken in pill form but can also be crushed and snorted. Rohypnol is also used as a date rape drug and is popular at raves or dance parties. In some cases, rohypnol has proven lethal when mixed with alcohol and other depressants.

Ketamine (Ketamine Hydrochloride) or “Special K” is a medical anesthetic used recreationally to achieve a dreamy feeling. It comes in a clear liquid or white powder and minimal doses of 100 milligrams are sufficient to enter the “key-hole” (ketamine high). The Drug Enforcement Agency reports that use of the drug can cause delirium, amnesia, depression, and long-term memory loss. The effects last from one to six hours, but it usually takes 24 to 48 hours before the user feels normal again.

Additional terms and street names are available from the Substance Abuse and Mental Health Services Administration at <http://ncadi.samhsa.gov/govpubs/PHD852/>. For additional information on club drugs visit NIDA at www.nida.nih.gov/infofacts/clubdrugs.html. ■