



### Access Control Rewarded at The Sullivans Elementary School

Everyone can contribute to school security, particularly when it comes to access control. Area Safety and Security Manager James Bullard (“Bull”) and the District Safety and Security Officer (DSSO) E.R. Cielo recently experienced the powerful effects access control awareness has on school security.

The security team was visiting The Sullivans Elementary School in Yokosuka, Japan when they decided to test the security awareness of the school staff by attempting to gain admission to the school through a side door. “We saw a person in the hallway and motioned for her to let us in since we were official visitors from DoDDS,” said Mr. Cielo. Instead of opening the door, Marife Sun, the staff member who happened to be walking by the door at that moment, simply shook her head and motioned for them to go around the building to report to the main office. “It was fantastic,” enthused Mr. Cielo. “Exactly what we try to emphasize to all school employees!”



*James Bullard (“Bull”), DoDDS Pacific Security Manager, recognizes Ms. Marife Sun.*

Effective access control is critical to decreasing the risk that an intruder might threaten school students or staff. Fortunately DoDEA has prescribed procedures for maintaining tight access control and requiring visitors to sign-in and to wear a visitor’s badge.

DoDEA Regulation 4700.2: Internal Physical Security (Enclosure 4, Section E4.2) establishes procedures for determining who has a valid reason to be in a DoDEA facility, limiting uncontrolled access to those persons with a requirement to be in the school, establishing procedures for identifying and issuing badges to visitors, and posting bilingual signs directing visitors to the main entrance.

Congratulations to Marife Sun, Principal Walter Wilhoit, Assistant Principal Willette Horne-Barnes and the entire staff of The Sullivans Elementary School. By directing the visitors to the proper entrance, Sun demonstrated that she was not only aware of the security procedures, but committed to practicing them to maintain access control at her school. For a copy of DoDEA Regulation 4700.2 visit [www.dodea.edu/foia/iod/pdf/4700\\_2.pdf](http://www.dodea.edu/foia/iod/pdf/4700_2.pdf). ■

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## Continuous Improvement on DoDEA Safety and Security Team

The 2008-2009 academic year saw many changes on the DoDEA Safety and Security Team. Several security professionals have joined the team, and others changed positions. In December, Rose Chunik became the new Chief of the DoDEA Office of Safety and Security. In a recent interview, Ms. Chunik described her vision for the worldwide team. “We will continue to forge a worldwide team of safety and security professionals who work together to maintain a safe and secure learning environment for DoDEA students and staff.”



*Bavaria District Safety and Security Officer John McCoy visits Principal Essie Grant at Ansbach Elementary School.*

Ms. Chunik leads the DoDEA Headquarters team consisting of Adam Bergstrom, Antiterrorism Program Manager, Daniel (Dan) Nofziger, Personnel Security Program Manager, and Donald Golaszewski, Safety and Occupational Health Manager. In addition, in March 2009, Ronnie Martin joined the headquarters staff as Physical Security Program Manager.

In the Pacific Area, Safety and Security Manager James Bullard (“Bull”) continues to lead a team of Safety and Security Officers including veterans Paul Shelburne in Korea; Mike Liem in Okinawa, and E.R. Cielo in Japan. In Guam, Ken Boardman is presently filling in for Ms. Allyn Kelley who is deployed. At the DDESS Area Office

in Peachtree City, Georgia, Mr. Gene Hindle is serving in the Interim as the DDESS Area Safety and Security Manager, assisted by Antiterrorism Officer Henry Gregorich and Area Safety Officer Victor Padilla.

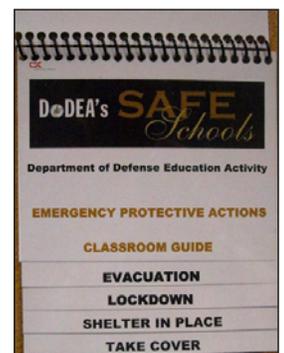
In DoDDS-Europe, the Area Safety and Security Manager, Mr. William (Bill) Heiges, was joined this year by Security Program Manager Ray Parcher and Safety Program Manager Michael Bradford. Other veteran District Safety and Security Officers in DoDDS-Europe include:

- ◆ Dennis Ryan and Al Young in Heidelberg, Germany
- ◆ Keith Carter, District Security Officer, Isles District
- ◆ Michael Bryant in Kaiserslautern, Germany
- ◆ John McCoy in the Bavaria District, and
- ◆ Gary Rollins in the Mediterranean District.

Although geographically dispersed, the DoDEA safety and security officers function as one virtual team. “The entire team of HQ, Area and District Safety and Security Officers are committed to working together to help school officials ensure that staff and students are protected from all hazards,” said Chunik. She added, “Administrators reviewing their Crisis Management Plan over the summer can contact their DSSO for assistance with specific questions.” ■

## “Flip Charts” Available

More than 1,000 Protective Action Flip Charts have been sent to DoDEA schools in response to requests from principals. The flip charts list specific, yet simple procedures used to implement each protective action.



Flip charts are still available at no cost to school principals. To request copies, send the number needed to [safeschools@csc.com](mailto:safeschools@csc.com). Please include the administrator’s name, title, school, district, and mailing address. ■

DoDEA Headquarters Personnel  
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## Maximizing the Value of Table Top Exercises

The summer break offers an opportunity for crisis management teams to think through the advanced planning required for an effective table top exercise. Ideally, “Table Tops” allow the Crisis Management Team to sit down with emergency responders and installation officials to test how well they can coordinate their response during a crisis event.

Whatever the scenario, a properly executed table-top exercise helps participants better understand their roles and responsibilities during a crisis. In addition, arranging for a verbal and written evaluation of the exercise can help identify areas for improving the crisis management plan. However, table tops only work if they have a well-defined purpose, structure, and evaluation.

To avoid allowing the exercise to disintegrate into a rambling conversation, ensure the exercise incorporates these seven keys to success:

1. **Designate an Exercise Coordinator** – Designate one individual to coordinate input from school officials and the participating agencies and departments.
2. **Solicit Stakeholder Input** – Check with participants two months in advance to solicit their input before the exercise scenario is developed.
3. **Establish Exercise Objectives** – Based on stakeholder input, establish specific objectives that can be tested and a criteria for measuring success (e.g., test coordination with installation Public Affairs Officers; observe role players’ use of check lists to ensure designated points of contact are informed at the school district level, military command, and school bus transportation office).
4. **Prepare an Exercise Presentation** – Use a brief, specific scenario; state the purpose of the exercise, ground rules, and procedures.
5. **Use “Exercise Inserts” to Guide the Action** – The Federal Emergency Management Agency recommends letting the scenario unfold in stages to allow participants to describe the actions they would take in response to each new development. FEMA recommends using no more than 10 to 15 messages or “exercise inserts.”
6. **Appoint an Exercise Facilitator** – The facilitator should guide the action and force role players to make decisions under pressure. A strong exercise facilitator will ask follow-up questions to help role players analyze the consequences of their actions.
7. **Recruit Strong Evaluators** – Evaluators should have experience in the areas they are critiquing. A senior school official with experience in crisis management should assess the school’s response. Arrange for representatives from the security forces and fire/rescue personnel to comment on the decisions made by officials from their respective organizations.



District and Area Safety and Security Officers are valuable resources for assistance in planning and evaluating Table Top Exercises. For additional tips from the U.S. Department of Education on preparing Table Top Exercises for schools, see [http://rems.ed.gov/views/documents/TabletopExercisesBreakout\\_FL.ppt](http://rems.ed.gov/views/documents/TabletopExercisesBreakout_FL.ppt). For help developing suitable scenarios or a presentation template, contact [safeschools@csc.com](mailto:safeschools@csc.com). ■

## PBS Documentary: How Two U.S. Schools Are Responding to Teen Suicide

While DoDEA currently has effective teen suicide prevention programs in place, the new Public Broadcasting System (PBS) documentary “Cry for Help” may be of interest to administrators who are planning their Signs of Suicide (S.O.S.) awareness and prevention activities for the coming fall. “Cry for Help,” which aired in April and is available for viewing on the Internet, provides an intimate look at how two U.S. public high schools are attempting to identify students at-risk of committing suicide.



Both Hamilton High School in Ohio, and Clarkstown North High School in New York, experienced a string of unrelated teen suicides in recent years. The program follows students, staff, and parents as they strive to address the causes and effects of teen suicide. Both schools succeed in implementing suicide prevention programs while still focusing on academic achievement.

The documentary explores the differing approaches adopted by the schools. At Hamilton, school officials are taking a direct approach with a “Challenge Day.” This day-long program is designed to motivate students to communicate with one another and with adults.

In Clarkstown, school officials are taking advantage of the time their students spend on the Internet by creating an online community where teens can anonymously discuss their problems and seek support from professionals. Clarkstown also uses a suicide prevention program called S.T.E.P.S. (Suicide Training, Education, and Prevention Services) as part of an overall effort to create suicide awareness within the school community.

“Cry for Help” includes insightful interviews with students who have attempted suicide and several nationally recognized mental health experts. Although the programs described in “Cry for Help” are still being evaluated, DoDEA has already implemented two highly effective programs designed to raise awareness of and prevent teen suicide: the OSD-provided Signs of Suicide (S.O.S) and the Jason Foundation’s “A Promise for Tomorrow.”

For either of DoDEA’s Suicide Prevention Programs, contact [safeschools@csc.com](mailto:safeschools@csc.com). To watch the PBS documentary, or access the supporting materials and relevant statistical data, visit [www.pbs.org/wnet/cryforhelp/](http://www.pbs.org/wnet/cryforhelp/). ■

### Facts About Suicide

Administrators can use the following statistics about U.S. public schools to emphasize the importance of suicide prevention efforts:

- ▶ Suicide is the third leading cause of death among adolescents and teenagers.
- ▶ In the last 60 years, the rate of teenage suicide in America has tripled.
- ▶ Of the teenagers who die by suicide, 90 percent have a diagnosable mental illness at the time of their deaths.
- ▶ Recent studies out of New York’s Columbia University find “simple, old-fashioned family time” can stave off the “literal and emotional isolation” that is often linked to adolescent suffering and substance abuse.
- ▶ Girls are more likely to attempt suicide, but boys are four to five times more likely to die by suicide. Among young people aged 15–24, males die by suicide almost six times more frequently than females.

Sources:

- *Centers for Disease Control and Prevention (CDC): 2006 Mortality Report*
- *2006 Youth Risk Behavior Surveillance Survey*
- *2004 Survey by American College Health Association*

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## Personal Security Important in Online Communities

Although DoD servers block most social networking Web sites, students and educators can still access them from home. For DoDEA students, the unique demands of being a military dependent come with a certain pride and camaraderie. Online social networking sites allow students and staff to celebrate their connection to DoDEA and stay connected with friends and family around the world. Moreover, as their physical world changes due to frequent moves, a virtual community, when used safely, can be one source of stability for dependents as they adapt to their new home.

Many DoDEA educators enjoy taking part in online communities for the same reason. While participation in virtual communities such as Facebook, MySpace, or LinkedIn does not pose a direct threat, the information shared on them should be safeguarded to ensure it does not fall into the wrong hands.

Security concerns are affected by the size of the social network. For example, on Facebook alone, there are a number of DoDEA-specific groups. Students and educators at DoDEA schools have also started smaller online groups for members of their own school community. In a smaller virtual community, most members may attend school or work together in one location. Within a smaller group, it is easier to control who is a member and what information is collectively shared online. Group administrators can change settings to require that all new members are approved.



Larger groups are generally open to all users of a social networking site so group members will not know everyone. Each individual is responsible for his or her own personal security. Limiting access to individual profiles and Web sites can help protect personal information, but the burden remains on the individual to limit access to their own profile. Some large DoDEA social communities exist online. One group dedicated to DoDEA students has over 600 members. A slightly larger group exists dedicated to “DoDDS Teachers,” and 20,000 members belong to a group for former DoDEA students. Note that none of the Facebook or MySpace communities are officially sponsored by DoDEA. Rather, they are established by students and faculty in their personal capacity.

Every member of the DoDEA community shares responsibility for protecting the mission of those serving our country – the parents of DoDEA students. For the security of our deployed service members, avoid sharing information specific to a unit’s operations (location, number of troops, mission, etc.) on social networking sites, blogs, or personal Web sites.

The Department of Homeland Security (DHS) sponsors OnGuardOnline.gov, a Web site that provides tips on how to secure personal computers, and protect private information. Tips from the DHS on how to use social networking sites safely are available at [www.onguardonline.gov/topics/social-networking-sites.aspx](http://www.onguardonline.gov/topics/social-networking-sites.aspx). OnGuardOnline.gov also has a Web page dedicated to “Kids’ Privacy,” at [www.onguardonline.gov/topics/kids-privacy.aspx](http://www.onguardonline.gov/topics/kids-privacy.aspx). ■

## DoDEA Counselor Creates Bullying Prevention Program

At Bolden Elementary/Middle School in Beaufort, South Carolina, Counselor Fran Roberts has developed a prevention program to address bullying. During a recent interview, she described the course objectives and content.

Ms. Roberts was motivated to implement an anti-bullying program because of her own experiences. She was the victim of bullying in high school, and became a “bystander” when her best friend was bullied. “I was saddened for her, but more ashamed of myself that I didn’t stand up for her at the time,” say Ms. Roberts. Today, Ms. Roberts ensures that Bolden students have the skills and knowledge to stand up for themselves should bullying occur.

Ms. Roberts noted that successful school-wide bullying programs require buy-in from administrators and staff. Fortunately, at Bolden Elementary, she receives tremendous support from colleagues who realize that although any anti-bullying program might initially result in increased reports of incidents, in the long run, students learn skills to respond appropriately when they are bullied. The program components, along with various videos, discussion groups, and role-playing exercises, are outlined below.

**WEEK 1: What Is Bullying?** In Lesson One, students learn how to recognize bullying. Ms. Roberts explains that bullying can consist of hitting, pushing, making threats, name calling, teasing, isolating, sending dirty looks/gestures, destroying things, spreading rumors, damaging property, and cyber-bullying. “We explore every facet of it – not just the physical – but everything that would make a person feel badly,” she says.

**WEEK 2: Why Do People Bully Others?** In Lesson Two, students discuss bullies’ motives, such as trouble at home, jealousy, peer pressure, low self-esteem, attention-seeking, and sometimes to be “just plain mean.” “Students reflect on their own behavior,” says Ms. Roberts, “so that if they ever bully someone, they might realize why they did that, and avoid the behavior.”

**WEEK 3: How to Stop Bullying.** During Lesson Three, students brainstorm ways to prevent bullying, participate in role playing exercises, and discuss which strategies might work for them. Some of the techniques that students learn include:

- ◆ Walk away from the situation.
- ◆ Ignore the bully (when possible).
- ◆ Assert yourself.
- ◆ Change the subject.
- ◆ Use humor.
- ◆ Tell an adult.

**WEEK 4: Happy Days.** In the fourth week, Ms. Roberts summarizes the lessons and shows the students an episode from the classic TV series *Happy Days*. Students focus on building their own confidence, and learning “how to be assertive without fighting.” Ms. Roberts noted, “This is the part students remember and enjoy the most.”

**WEEK 5: “Bully BINGO”** During Lesson Five, students play “Bully Bingo” to help internalize the lessons. Ms. Roberts observed, “Bingo is just a fun way to reinforce all that we have learned over the past month.”

Feedback from students indicates the program is making a difference. “Many students have come to me having put into practice some of the things we learned throughout the series.” Ms. Roberts concluded, “If I can help them develop that skill as young as elementary school, it gives me hope that in middle and high school, they will be more confident in standing up for themselves or a friend.” ■



*Counselor Fran Roberts leads a bullying prevention class at Bolden Elementary/Middle School.*