



### Security Officer Commends DoDEA Lockdown Drill

One of the ways that District Safety and Security Officers (DSSOs) can assist administrators in maintaining school security is to observe lockdown drills and their preliminary planning. Al Young, a DSSO in Heidelberg, Germany, recently observed a lockdown drill at the local high school and remarked that it went very smoothly. He noted that “the halls were quiet, and the students and staff were hunkered down in their secured rooms waiting for the all-clear.” He also lauded school personnel for rapidly accounting for all students.

During a recent interview, Mr. Young emphasized that it is important to practice lockdown drills so that staff develop “muscle memory” and can accomplish their duties automatically. He added that during an incident “stress levels will reach all time highs.” Mr. Young is familiar with critical incidents from his prior personal experience practicing response tactics with police Special Weapons and Tactics (SWAT) teams.



Mr. Young’s description of the essential lockdown duties includes: announcing the action, alerting the Military Police or security forces, and informing the District Superintendent’s Office. His description of the actions that school personnel need to accomplish aligns with DoDEA Regulation 4700.2, Internal Physical Security:

“Visually check hallways and, if time permits, rest rooms, for students and get them into a classroom. Lock the doors, close the blinds, get to a corner away from the door, and remain quiet. Do an accountability check, and report names of missing and extra persons, as well as any injured persons with you in your room, via e-mail to the admin office.”

Prior coordination with emergency responders is a critical element of preliminary planning, according to Mr. Young. “Coordinate with your communities to practice together. This way you will know what to expect from them and they of you.”

Mr. Young acknowledged that it is difficult for administrators to imagine an incident at their school, but he observed that conducting drills helps avoid regrets if an incident occurs: “Being mentally prepared for a situation is half the battle to reacting positively, rationally, and calmly.” ■

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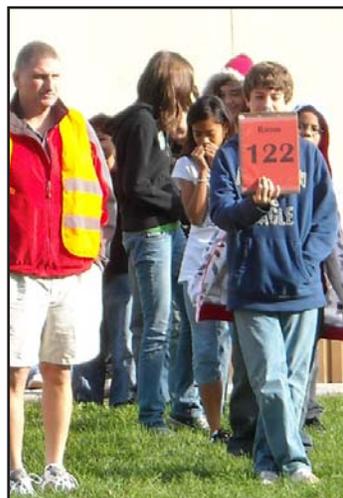
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## Crisis Teams Reviewing Plans

On March 16, 2009, a shooting incident at a public school in Winnenden, Germany, resulted in the deaths of 16 people. During a recent interview, Ed Clarke, former director of security for Montgomery County Public Schools in Maryland, and advisor to the U.S. Department of Education Office of Safe and Drug Free Schools, observed that administrators could use this tragic incident as an opportunity to raise awareness of school security procedures and review school security plans.

Mr. Clarke noted that the review process should be ongoing. “We need to continually reassess where we are,” he said. He advocated re-examining access control procedures to ensure outside doors are locked and that visitors are required to sign-in before entering the school.



*Schools in Germany practice Evacuation Drills*

Some DoDEA schools are already taking these actions. Immediately following the incident, DoDDS-Europe Director Diana Ohman asked all principals to meet with their Crisis Management Teams within one week to reexamine their Crisis Management Plans. Across Europe, crisis management teams have been reviewing plans and conducting protective action drills to be certain they are prepared to respond to any type of incident. In Mannheim, Germany, for example, teams coordinated their response plans with other schools at the same location.

Mr. Clarke concluded, “What happened near Stuttgart, Germany, was a tragedy for the victims and their families. But from tragedy comes an opportunity to learn and improve security for students.” ■

## Practicing Kaizen in School Security

The DoDEA Safe Schools Program assists administrators in practicing the Japanese management principle of Kaizen (/kay-zen/), or continuous improvement, in school security. DoDEA Director Shirley Miles, Ph.D., recently encouraged stakeholders throughout DoDEA to recommit themselves to the Kaizen philosophy of involving all stakeholders in achieving continuous improvement toward organization objectives. The tools found in the DoDEA Safe Schools Handbook can help administrators practice Kaizen.



April is the right time to reassess existing school security measures to determine specific areas that can be improved over the summer. There is still time during the school year to review progress on risk reduction and school climate improvement measures. Also, practicing a protective action drill (i.e., evacuation or lockdown) can identify ways to improve crisis management procedures.

By reviewing the drill observations together, members of the crisis management team can determine specific measures suited to improving incident response. To involve stakeholders in continuous improvement, conduct a protective action drill and discuss the results.

Meanwhile, DoDEA's Safe Schools Handbook includes a systematic approach to continuous improvement of the Risk Reduction Plan. The Five Phase Process for developing a risk reduction plan involves administrators in a cyclical approach to review measures to improve school climate and reduce the risk of an incident. Continuous improvement fueled by input from everyone – students, staff, emergency responders, and parents – uses the principle of Kaizen to enhance school security. For additional ideas on improving school security visit [www.dodea.edu/offices/safety/safeSchools.cfm?sid=5](http://www.dodea.edu/offices/safety/safeSchools.cfm?sid=5) . ■

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## Using Plain English Commands to Announce Protective Actions

A frequently asked question in training seminars is: “Should we use codes or plain English when we announce a lockdown?” The Federal Emergency Management Agency, the U.S. Department of Education, the Department of Homeland Security, and the Department of Justice advocate using plain English. Specifically, the U.S. Department of Education tells public school districts:

“When groups use code words, color codes, and color placards to communicate information during an emergency, they are only effective if all partners agree to their meaning and everyone is trained in the system and is able to remember the codes under duress — new staff, new students, substitutes, new community members, new first response partners, etc. For example, if a district uses terminology such as “Code Red” to indicate a lockdown, a new student or a substitute teacher who is new to the school or to the district may not know what this code means and may not be trained on the required response procedures. Furthermore, everyone would have to be able to recall and process codes. This may be a challenge for many people during an emergency. Instead, if the word “lockdown” is used, and if instructions to lock the doors are given, new or temporary staff will have more information and are likely to respond more effectively, ensuring the safety of the entire school community.”

(Source: U.S. Department of Education Readiness and Emergency Management in Schools Technical Assistance site: [www.remstacenter.org/index.cfm?event=NIMS\\_activity\\_detail&activityID=15](http://www.remstacenter.org/index.cfm?event=NIMS_activity_detail&activityID=15).)

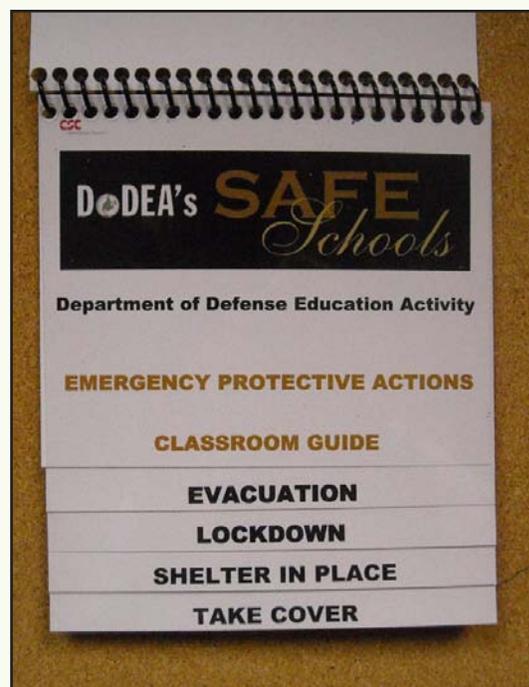
Other best practices include conferring with emergency responders (i.e., the military police or security forces, fire and rescue department) to ensure they are familiar with the school commands and response procedures. There are special considerations regarding how to call off a lockdown. For best practices regarding giving an “all clear” message following a lockdown, contact [safeschools@csc.com](mailto:safeschools@csc.com). ■

### Got Flip Charts?

Sample protective action “flip charts” were distributed at the recent principals and counselors conference in Leipzig, Germany. Requests for hundreds of copies were received, so the DoDEA Office of Safety and Security has decided to make copies available for schools to post in classrooms.

The flip charts list specific, yet simple procedures used to implement each protective action. They provide substitute teachers and other educators with the critical actions required of a classroom to implement a lockdown, evacuation, or other protective action. Posting flip charts in each classroom standardizes language and procedures throughout the school. This helps ensure that everyone knows what to do if the principal announces a protective action such as evacuation, lockdown, shelter in place, or take cover.

Most administrators choose to request one copy for each classroom plus a few for the school office area. To request copies, send the number of copies needed to [safeschools@csc.com](mailto:safeschools@csc.com). Please include the administrator’s name, title, school, and mailing address. Also, please remind staff to save the flip charts for use in future years. ■



## World No Tobacco Day

On May 31, the World Health Organization will sponsor World No Tobacco Day 2009 to draw global attention to the prevalence of tobacco use and to its negative health effects. The day aims to reduce the 5.4 million yearly deaths from tobacco related health problems.



*Image courtesy of World No Tobacco Day Campaign*

The World Health Organization noted that it is important to educate students about the risks of smoking cigarettes. In 2008, the organization reported that most smokers start using tobacco before the age of 18, and a quarter of these youth start smoking before the age of 10. The younger people are when they start smoking, the less likely they are to quit.

According to the World Health Organization, tobacco health warnings that contain both pictures and words are the most effective at convincing people to quit. Such pictorial warnings appear in more than a dozen countries.



*Student activities can teach citizenship and raise awareness of the dangers of smoking.*

On World No Tobacco Day 2009, the World Health Organization will encourage governments to adopt tobacco health warnings that meet all the criteria for maximum effectiveness. Student leadership groups can plan their own activities to raise awareness of smoking-related health effects. Contact the World Health Organization to learn more at [www.who.int/tobacco/communications/events/wntd/2009/en/index.html](http://www.who.int/tobacco/communications/events/wntd/2009/en/index.html). ■

## Teaching Ethics in the Digital World

At a recent school security conference presented by the Crisis Management Institute of Salem, Oregon, counselors and administrators discussed how to teach students to respect privacy when camera phones seem omnipresent. The specific question concerned whether teaching students the importance of protecting a victim's privacy could decrease the chance they would post a photo of an injured student during a critical incident.

Several educators expressed concern that students surrounded by easily available electronic information no longer respect personal privacy or intellectual property. Other educators expressed concern that students do not understand the harm of plagiarism. However, Harvard University psychologist Howard Gardner, Ph.D., and a team of researchers, have published a study exploring how social networking, online games, virtual worlds, and other digital media have affected students' sense of ethics, privacy, and honesty.

The research conducted by the team, as part of the Good Work Project, found that students will display sound ethical judgment online, and value other's work, as long as those principles are taught and practiced by their instructors. The team also found that students who take personal responsibility for their work, do better in school. The researchers concluded that receiving public recognition for good choices tends to cement students' commitment to behaving ethically in the future. For additional information on the study visit the Harvard Good Work Project at [www.goodworkproject.org](http://www.goodworkproject.org). ■

## Ethics Challenge for Newsletter Readers

Readers with responses to the question below, regarding how to foster student awareness of ethics and personal privacy issues, are invited to send suggestions to [safeschools@csc.com](mailto:safeschools@csc.com). A synopsis of the responses will be presented in a future newsletter. Please include name, title and school in the message.

Question: "How can educators decrease the chance that a student will take a cell phone picture or video of a victim during an incident and distribute it to others?" ■

## Preventing the Negative Effects of Cyberbullying

While students have picked on each other for decades, the spread of technology means that there is a growing threat of students being victimized while online. The Cybersecurity article featured in the March 2009 Safe Schools Newsletter summarized the differences between students bullying “in real life” and cyberbullying, or online harassment between students. This article describes research regarding the harm of cyberbullying and specific actions that students and administrators can take to decrease the practice.

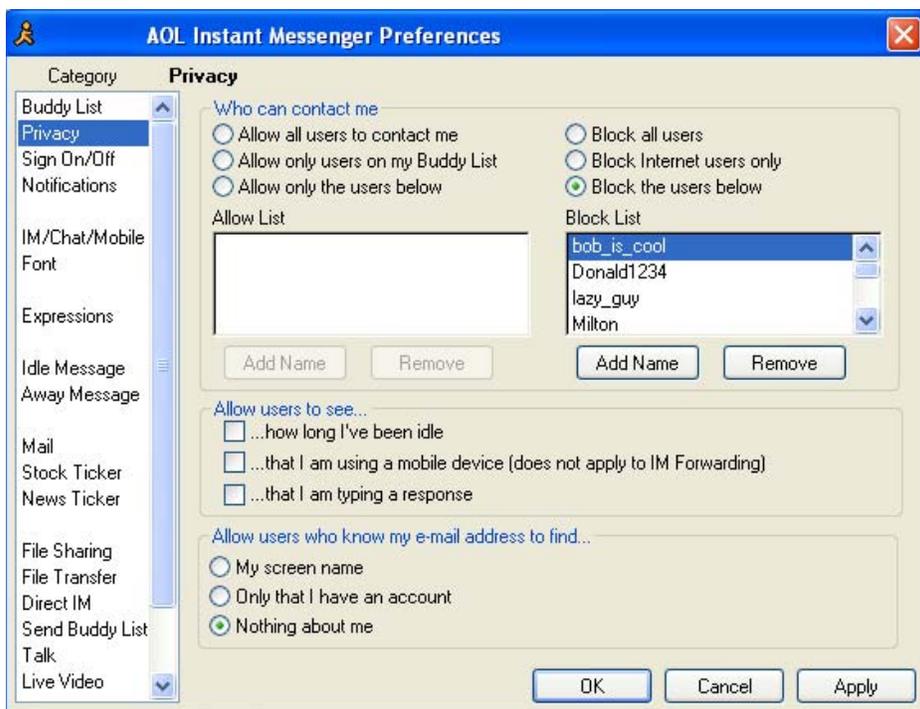
A study conducted by the Queensland University of Technology in Brisbane, Australia found that students may be more seriously affected by cyberbullying than bullying face-to-face. Where a student’s home could have served as a safe haven from bullies, students now feel that they cannot hide from the bullies to escape on-line harassment. Also, some students do not know how to defend themselves when bullied in cyberspace.

According to a 2008 study at the University of California at Los Angeles (UCLA), a majority of students report being a victim of cyberbullying. Both studies report that students blame themselves because they do not see cyberbullying happen to others. Jaana Juvonen, Ph.D., an author of the UCLA study, says this could increase the risk of depression.

Students need to know what they can do if they feel they have been victimized through cyberbullying. There are preventative measures that individuals can take to “defend” themselves from this online threat. First, students should avoid posting information, pictures, or videos that could attract unwanted attention or ridicule. Second, if they do post content online, students should limit access to their personal profiles to prohibit uninvited viewers.

Administrators, counselors, and teachers can make it clear to students that cyberbullying is inappropriate and unacceptable among students. Schools can include cyberbullying in the normal anti-bullying policy and program. Lastly, all educators can encourage students to report online harassment to an adult they trust.

On bNetSavvy.com, a Web site that provides adults with tools to help students stay safe online, teacher Molly Chehak encourages other educators to teach students ethical online behavior. Chehak says that teachers “now rely on the victims of bullying [to report incidents] more than ever before, because cyberbullying is hard to detect.” Information posted online can change or disappear quickly, so Chehak encourages her students to take action. “When students see offensive things online perpetrated by their peers, we can help only if they print out the page.” Chehak’s comments are available at <http://bnetsavvy.org/wp/kids-online-in-09-a-new-year-of-teachable-moments/>. For information on cybersecurity programs for students, contact [safeschools@csc.com](mailto:safeschools@csc.com). ■



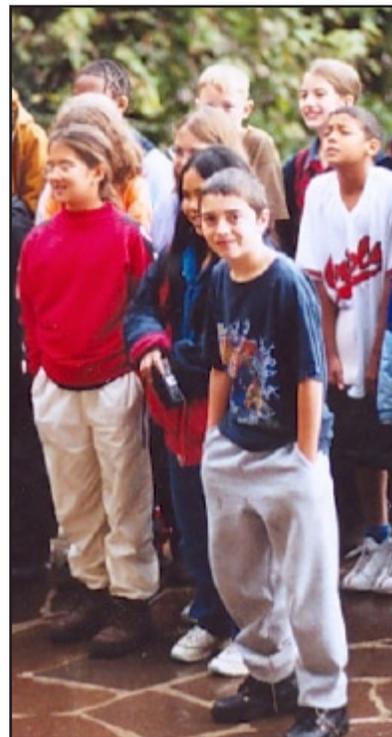
*Although DoDEA now prohibits use of instant messenger (IM) programs at school, students who use IM applications at home can tighten their privacy settings. The screenshot above depicts privacy settings on an IM program that limit who can find or contact a user.*

## “Swarming” the Bully and Other Tactics for Bystanders

Students who see a bullying incident unfolding, when adults are not around, can use several tactics to help students targeted by bullies. For example, a group of students can “rescue” a target of bullying behavior by swooping in like cavalry and separating the victim from the bully. Such tactics are best taught as part of an overall school-wide anti-bullying program. These tactics do not replace the need to tell an adult, but they can give students a practical way to take action so they do not feel helpless in the presence of bullies.

According to research on bullying behavior, when friends help, bullying ceases. In their study, “Naturalistic Observations of Peer Bullying” published in the November 2001 edition of *Social Development*, researchers Lynn Hawkins, Debra Pepler, and Wendy Craig found that two thirds of students wanted to help but did not know how to intervene. However, in 57 percent of the incidents where students intervened, bullying stopped within 10 seconds.

Offering students safe ways to intervene empowers them. If students stand by passively, the bystanders feel angry, helpless, and guilty, while the bully feels encouraged by the presence of an audience. In addition, students might start to avoid areas where bullying occurs because they fear that they could become a future victim.



There are safe ways to intervene, but students need to practice using these techniques so they can choose the tactic appropriate for the situation:

- ◆ **Name the Behavior** – If a bystander tells the bully, “that’s bullying, and that is not allowed in this school,” that can interrupt the situation long enough for the targeted student to leave. In schools with an established anti-bullying program, speaking up and “naming the behavior” will also attract more help.
- ◆ **Ask for help** – If a bystander asks students in the surrounding area to help, that will remind other students that it is okay to help. A group response shows bullies that their actions are not okay.
- ◆ **Use humor** – Bystanders can use humor to interrupt the situation. Asking, “Does your nose always look like that when you bully others?” while assisting the victim (i.e., picking up the victim’s books) can help the targeted student extract themselves from the situation.
- ◆ **Tell an adult** – Ultimately, educators want to remind students to report bullying behavior to an adult. Adults will want to talk to both the bully and the target of the bullying behavior.
- ◆ **Swarming the bully** – If several students recognize that bullying is taking place, they can surround the victim and move them away from the bully. The students “rescuing the victim” do not talk to the bully; they should merely separate the bully and victim to end the incident. This action is considered safe, because bullies rarely confront large groups of students.

Showing students how they can assist victims of bullying replaces fear with power. The National Crime Prevention Council offers additional tips and information for bystanders at [www.ncpc.org/topics/by-audience/parents/bullying/bystanders/](http://www.ncpc.org/topics/by-audience/parents/bullying/bystanders/). ■

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