



### Students and Staff Honor Veterans Day across DoDEA

This Veterans Day, schools throughout DoDEA are honoring the tremendous sacrifices of our military families in a variety of ways. Some schools are holding tree-planting ceremonies for fallen soldiers. Others organize assemblies that allow students to show the pride they feel for their parents. At Brewster Middle School, the students are preparing for the Annual Patriotic Show to be held November 12. Assistant Principal Gene Flanagan noted that the show is a way for students and staff to reaffirm the pride they feel in their parents and the Camp LeJeune community, in general.



At Brewster Middle School, the Patriotic Show has come to serve as a unifying tradition in a community which has faced numerous and lengthy deployments since 2001. “One year, a group of eighth graders read poems they had written about their heroes – their parents, who were deployed to Iraq and Afghanistan,” recalled Flanagan. “There wasn’t a dry eye in the house!”

The Patriotic Show is just one of several ways students at Brewster show their support for their parents and the spouses of many of their teachers. Last year they raised \$5,000 for The Hope for Warriors Foundation, a charity that supports wounded service members. To inspire the students, teachers and staff agreed to “challenges” when specific fundraising goals were met. Gene Flanagan shaved off his mustache for \$3,000. When the students reached their ultimate goal, Principal Dewanda Sholar dyed her hair blue and purple at a pep-rally.



This year, the program will be somewhat different, but no less meaningful. Students will perform skits, and read poetry. The 2nd Marine Division Band will play a roster of patriotic music.

Flanagan sees the Veterans Days events; both at his school and across DoDEA, as one of the many ways schools are working to support students and to validate the emotions that come with parental deployment. “Every child in our schools knows someone whose mom or dad is deployed,” he said. “We are all in this together.” ■

### Inside This Issue

**News & Updates**

Students and Staff Honor Veterans Day across DoDEA ..... 1

Yale Study Links Bullying and Suicidal Ideation ..... 2

Safe Schools Program Featured on “The Chat Room” ..... 2

**Safe Schools Planning**

Heidelberg Debuts Crisis Management Team Curriculum..... 3

**Education Issues**

Online Training Provides Tutorial on Safe Schools Toolset ..... 4

**Cybersecurity**

Protecting Information on School Computers..... 5

**Prevention Programs**

Groups Promoting Safe Online Practices..... 6

**Meet the Team**

Paul Hersey, Former Principal..... 6

## Yale Study Links Bullying and Suicidal Ideation

A new study, led by researchers at Yale University, supports the long suspected link between bullying and suicide in children. This study was published in July 2008 in the *International Journal of Adolescent Health*.

The study reviewed findings from 37 other studies of bullying behavior conducted in 13 countries. Almost all the studies found a connection between bullying and suicidal ideation in children. This included both the bullies and their targets. According to the study, bullying victims were two to nine times more likely than other children to report suicidal ideation. Adult awareness of this issue ensures resources are in place to support students who may be affected by bullying.

The lead researcher in the Yale study, Young-Shin Kim, M.D., assistant professor at Yale School of Medicine's Child Study Center, hopes the information will encourage adults to take children's reports of bullying seriously. "In the United States many adults scoff at bullying and say 'Oh, that's what happens,'" noted Kim. Instead, he pointed out, "We should evaluate and prevent these things from happening."

Barbara Coloroso, a regular presenter to communities within DoDEA, both in Europe and DDESS, writes of the importance of listening to complaints of bullying and distinguishing between children who are "tattling" with children who are "telling." Coloroso points out sometimes even well-meaning adults ignore bullying out of a misplaced idea that it is a "normal" part of growing up. The result, says Coloroso, is "many kids don't think anyone will help them. They feel hopeless."

For a list of the differences between "telling" and "tattling" send a request to [safeschools@csc.com](mailto:safeschools@csc.com). The study can be found at <http://opa.yale.edu/news/article.aspx?id=5913>. ■

## Safe Schools Program Featured on "The Chat Room"

Administrators interested in learning about the DoDEA Safe Schools Program can now view a "Chat Room" episode on the DoDEA home page at [www.dodea.edu](http://www.dodea.edu). Chat Room host Frank O'Gara discussed the Program with Bob Michela and Sarah Markel, two members of the contractor team supporting Rose Chunik in the DoDEA Office of Safety and Security. Bob Michela, a retired Army Colonel, helped found the program. Sarah Markel is the managing editor of this newsletter.



During the 12-minute video, the group discussed the genesis, components, and benefits of the Safe Schools Program. Bob Michela noted that the program allows educators throughout DoDEA to use the same basic approach to security and provides a common terminology for Crisis Management. He added that administrators have several resources available to help sustain their school security efforts including newsletters, materials, and online technical assistance.

Sarah Markel observed that the program continually evolves to meet the needs of administrators. "A decade ago, no one could have predicted the issues principals face today. We are constantly adapting our program so that our educators have the information they need to maintain safe schools." The Chat Room video will be available for viewing during the month of November at [www.dodea.edu/pressroom/video.cfm?cld=chatrm#2008](http://www.dodea.edu/pressroom/video.cfm?cld=chatrm#2008). Additional information on the DoDEA Safe Schools Program can be found at [www.dodea.edu/offices/safety/safeSchools.cfm?sid=5](http://www.dodea.edu/offices/safety/safeSchools.cfm?sid=5). ■

### DoDEA Headquarters Personnel

Rose Chunik, Program Manager, DoDEA Safe Schools Program

### Safe Schools Newsletter Editorial Staff

Bob Michela, Sarah Markel, Brian McKeon, Bert Garcia

Comments and questions should be directed to [safeschools@csc.com](mailto:safeschools@csc.com).

The material herein is presented for informational purposes only and does not constitute official policy of the Department of Defense, nor does it constitute an endorsement of any programs by the Department of Defense Education Activity or the Department of Defense. The Department of Defense and the Department of Defense Education Activity are not responsible for the content and do not exercise control over the content of Web sites referenced in this newsletter.

## Heidelberg Debuts Crisis Management Team Curriculum

An innovative curriculum designed by the DoDDS-Europe Crisis Response Task Group is energizing Crisis Management Teams across Germany. Administrators, counselors, and school psychologists from the task group presented an innovative training module for Crisis Management Teams on September 17. This training module is now available for use by Crisis Management Teams elsewhere in DoDEA. The curriculum assists participants as they update their crisis management plans with new names, phone numbers, and floor plans; reviewing response procedures for incidents; and discussing responses to likely scenarios.

Lynn Mattingly, Heidelberg Middle School Counselor, helped develop the one-day training and led the first presentation of the curriculum. She pointed out that the curriculum builds upon the DoDEA Crisis Management Guide which is currently in use. “We organized the modules according to Prevention, Preparedness, Response, and Recovery,” she explained. Mattingly added that they developed “Pull and Go Packets” which include the emergency contact information, crisis response procedures, and student rosters for each particular school so that administrators and team members knew exactly which documents to take with them in a crisis.



*Heidelberg Middle School Counselor Lynn Mattingly conducts Crisis Management Training.*

The Crisis Management Team members in attendance at the training represented a cross-section of concerned DoDEA personnel. The participants included principals, nurses, counselors, and school psychologists from four schools in the Heidelberg area. For these individuals, the presentation was not merely theoretical. Almost everyone in the room had experienced some type of critical incident during their careers and each brought a strong personal commitment to the success of the training. These professionals agreed on the importance of coordinating response procedures prior to an incident to ensure that everyone involved knows how to respond effectively.

Tricia Cassidy, Student Services Coordinator for DoDDS-Europe, explained that the training module had been developed by members of several Crisis Management Teams to make it easier for schools to ensure their teams were prepared for the start of the school year. “We are exploring how we can provide a variety of resources to support the teams in the schools,” Cassidy explained. “For example, if a major incident occurred at one base, we could send school psychologists or counselors from other districts to reinforce the efforts of the mental health professionals in the affected district.”

### Excerpt from the DoDDS-Europe Crisis Management Curriculum

#### Module 1: Basics of Crisis Team Operations

- Team Member Roles/Responsibilities
- Needs Assessment
- Community Resource List
- Blackboard Resource
- “Pull and Go” Packet
- Communication with Parents
- “Grab and Go” Kits

#### Module 2: Team Building/Team Decision Making

#### Module 3: Additional Resources

#### Module 4: Establishing Connections with Local Resources

#### Module 5: Safety and Security Drills

For additional information on the Crisis Management Training or a list of resources available, contact Tricia Cassidy at [Patricia.Cassiday@eu.dodea.edu](mailto:Patricia.Cassiday@eu.dodea.edu). The *DoDEA Crisis Management Guide* can be downloaded from the DoDEA Web site at [www.dodea.edu/instruction/crisis/resources/docs/DoDEA\\_Crisis\\_Manag\\_Guide\\_07.pdf](http://www.dodea.edu/instruction/crisis/resources/docs/DoDEA_Crisis_Manag_Guide_07.pdf). ■

## Online Training Provides Tutorial on Safe Schools Toolset

On September 26, the Safe Schools Program conducted an online tutorial to acquaint administrators and other members of Crisis Management Teams with the automated Safe Schools Toolset. The online meetings allowed participants to see the program in action on their own computer screens. Participants asked questions by phone or through a chat window.

The DoDEA Safe Schools Toolset was developed in response to requests from administrators. The Microsoft Access application allows administrators to quickly complete the Five Phased Planning Process described in Chapter 1 of the DoDEA Safe Schools Handbook. One of the many advantages of the automated system is that once individuals enter the incident data, they do not need to re-type the information for other applications. The program prepares a written report at the end of the session that users can further customize to their particular school.

Rose Chunik, Acting Chief of the Office of Safety and Security, explained that an online phone conference approach to training had not been used previously due to the challenge of coordinating schedules across time zones in three areas. “This time we were able to overcome that challenge by presenting the same content at three differing times of the work day,” she explained. “That made the training available to participants from each area once during the day around lunchtime and again in the evening.” Administrators who were out of their buildings during the scheduled sessions or missed the training for other reasons, however, can still attend a make-up session. (See the text box accompanying this article to arrange for an online meeting.)



### Want to participate?

To arrange for an online tutorial session, contact [safeschools@csc.com](mailto:safeschools@csc.com); 703.461.2271. Consider including additional members of the Crisis Management Team in the training, ideally a counselor and a Technical Resource Teacher. This is an opportunity for administrators to share their concerns or ask questions about DoDEA's Risk Reduction Process.

More than 30 callers from all three areas of DoDEA participated in the online sessions. The Crisis Team Members included principals, assistant principals, counselors, school psychologists, and District Safety and Security Officers.

The moderated sessions introduced the context of the automated toolkit followed by a hands-on demonstration that showed participants how to use the application to quickly complete their plans. As Bob Michela, the contractor program manager, explained, “One advantage of this process is that once the school team has completed the analysis using this systematic process, they can easily complete any other plans required by the military service or the district.”

The demonstrations of the toolkit were well received. Angela Mahon, DoDDS-Pacific Pupil Services Coordinator, commented, “The application provided counselors and Crisis Management Teams with a useful tool for Needs Assessment data collection and analysis.” Some participants also commented that they enjoyed using the online conference technology. ■

## Protecting Information on School Computers

A network of databases is only as secure as its weakest point. In a given school, any computer connected to a network could be used as a gateway to illicitly obtain information about students and personnel. Although not everyone has access to these systems, a savvy hacker can use the portal to access personal information. Following are a list of “best practices” collected by the Safe Schools team for keeping DoDEA computers, systems, and information safe:

- ◆ Lock all computer labs, server rooms, and other offices with computers when they are not in use. Although students should be encouraged to learn the appropriate use of technology, they should only do so with a teacher’s approval and on computers designated for use by students.
- ◆ Ensure only authorized users have access to computer networks by teaching all users to log off when they physically move away from their computers. This is especially important when a user leaves the room. Set up screen savers that require a password before allowing users to log back onto the computer or network.
- ◆ Keep passwords secure. Too often, passwords are written on note pads and stuck to computer monitors. Secure lists of passwords in a safe location.
- ◆ Change computer passwords periodically. Some networks have default settings that require users to change passwords every three to six months.
- ◆ Disable features which automatically save personal information, including user names and passwords, addresses, or credit card information. When saved to the browser, this information is easy to find.
- ◆ Open e-mail only from known senders. E-mail attachments can have malicious content, such as computer viruses or “bots” that will send information to another system.
- ◆ Set the computer browser to delete “cookies” after the program is closed. Cookies are files that relay information about Web sites and programs to third parties.

### Creating a Strong Password

#### Password checker

Your online accounts, computer files, and personal info strong passwords to help protect them.

**Test the strength of your passwords:** Enter a password. The checker help determine its strength as you type.

Password:

Strength:    **Strong**

Create a password that is at least eight characters long. The longer the password, the better. Try to use multiple types of characters by using keys all over the keyboard. Avoid using any words in a dictionary in your password. Computer programs can easily guess these. Do NOT use familiar names, numbers, or similar information as part of the password (i.e., name of a child, street address, birthday year, etc.). Depending on the settings of each network or computer, users may be able to make their passwords stronger by including capital letters and other special characters that require using the “Shift” key to type, such as a pound symbol (#) or percent sign (%).

Many Web sites similar to the one pictured in the accompanying text box are available to help test the strength of passwords. For more information on protecting computer systems in DoDEA schools, refer to DoDEA Administrative Instruction 6600.1, “Computer and Internet Access Policy” at [www.dodea.edu/foia/iod/pdf/6600\\_1.pdf](http://www.dodea.edu/foia/iod/pdf/6600_1.pdf). ■

## Groups Promoting Safe Online Practices

Many commercial and not-for-profit organizations are now offering programs to promote safe online practices for students, especially for younger teens. With minimal research, it is easy to find a number of free, interactive Web sites that educators or parents may find useful when attempting to teach Internet safety to their students.

For example, the non-profit Internet Watch Foundation and *Internet Magazine* partnered with corporate entities to present “Safe Surfing.” This Web site, featuring the cartoon character Doug, offers an entertaining way for children to learn Internet safety, at no cost to parents. For additional information on “Safe Surfing” contact [safeschools@csc.com](mailto:safeschools@csc.com).



In a similar partnership, the National Center for Missing and Exploited Children and the Boys & Girls Clubs of America created Netsmartz. This online prevention program extends beyond Internet safety to address a variety of measures designed to keep children safe as they interact with their world. The program’s stated mission is to “empower children to make responsible decisions online and in real life.” The site contains video games and interactive tools for children. In addition, there are printable resources and activities for classroom use. For more information, visit [www.netsmartz.org](http://www.netsmartz.org). ■

The material herein is presented for informational purposes only and does not constitute official policy of the Department of Defense, nor does it constitute an endorsement of any programs by the Department of Defense Education Activity or the Department of Defense. The Department of Defense and the Department of Defense Education Activity are not responsible for the content and do not exercise control over the content of Web sites referenced in this newsletter.

## Meet the Team: *Paul Hersey, Former Principal*

Paul Hersey is the co-author of the Safe Schools Handbook. He brings 45 years of education and leadership experience to the effort to support DoDEA school security. Paul began his career as a math teacher in Ohio and quickly rose to become a middle school principal, high school principal, assistant superintendent, and eventually the Director of Professional Assistance at the National Association of Secondary School Principals (NASSP). Paul completed his undergraduate degree at Miami University of Ohio and holds a master’s degree in curriculum development from The Ohio State University.



During two decades of service at NASSP, Paul developed a leadership assessment center that provided training and assessment for future educational leaders. Many principals in DoDEA know Paul from the leadership training seminars he led while at NASSP. Additionally, he has presented hundreds of workshops, seminars, and simulation exercises throughout the U.S. and around the world training educators to respond effectively to crises. Of the thousands of educational and security professionals Paul works with each year, he particularly enjoys his interactions with DoDEA teachers and administrators. During a recent interview, Paul said, “It is always a pleasure to work with DoDEA administrators because the caliber of their professionalism is top notch. Their commitment to the security of students is obvious.” ■