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- ▶ The President sent to Congress his \$6.0 billion proposal for Project BioShield - a major research and production effort to guard Americans against bioterrorism. For further information, visit: www.dhs.gov/dhspublic/index.jsp.

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Safety Committee shared the challenges they experienced preparing their Incident Response Plans.

The article was submitted by Dr. Tom Waters, Assistant Principal and written by Safety Committee Chairperson Mary Brady.

Waters shared, “We built an evacuation plan that works exceptionally well under some truly adverse conditions. There’s always been a plan in place that worked, but accountability was on the ‘loose’ side and there were just too many opportunities for students and adults to fall through the cracks.”

Ramstein American High has over 1,000 students with more than 100 adults in attendance daily. There were physical problems and limitations on the outside and inside of the building that needed to be addressed and solved. The goal of the committee was to: design a plan that would facilitate the evacuation of

everyone from the building, in less than three minutes, to a safe location, at least 500 feet away from the building. It is expected that this plan will be in effect for any evacuation issue, be it a fire, bomb scare, or any similar threat.

Planning

The committee identified some basic problems. They needed to:

- a) Create a map of the two-story building that included detached pre-fabricated classrooms.
- b) Devise an evacuation route for every classroom, office, cafeteria and cleaning team.
- c) Walk each and every route to identify problems, such as obstacles that a person on crutches or in a wheel chair would not be able to navigate.

An essential part of this plan involved accounting for a specific number of rooms and equipping key personnel with radios to give them the ability to communicate with one another and account for students and personnel and/or give the all clear sign.

Implementation

Both students and teachers were briefed on the evacuation procedures. Office personnel were responsible for bringing student/faculty sign-out sheets to account for those who left campus prior to the evacuation. Faculty members were issued signs with their room numbers, to be held up during evacuations, to give students an opportunity to see exactly where they needed to go. After two false starts due to inclement weather, the practice drill took place. Amazingly, there were very few glitches! The evacuation time for the 1,100+ occupants took one minute, 47 seconds.

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Lessons Learned

On one evacuation route, the Safety Committee encountered an unpaved narrow gully and adjusted their plan on the next drill to avoid that area. The Safety Committee continues to fine tune all the time, and even though there are some limitations that they say they cannot overcome, such as the fence line around the school that is just a few feet away from some buildings, they have the best possible plan for safety and a rapid evacuation procedure in place. For more information, contact: Dr. Tom Waters at Ramstein American High School, (DSN) 480-6951/6952, Thomas.Waters@eu.odedodea.edu.

Technology & Bombs Don't Mix

The guidance regarding the use of radios and cell phones remains the same: when faced with a potential bomb threat, turn off both of these devices to avoid the possibility of detonating a bomb.

Radio transmitters in cell phones and walkie-talkies pose a potential danger — they could activate the receiver on a radio-controlled bomb. Instead, administrators can use their own voice commands or pre-arranged whistle or hand signals.

Some law enforcement experts have questioned the prohibition on radios because of the changes in technology. As technology advanced during the 1990s cellular phones and walkie-talkies became more efficient. As transmitters became less powerful, however, radio receivers that would be used to detonate a bomb became more sensitive.

The bottom line is that security is sometimes inconvenient; principals can use walkie-talkies and cellular phones once they are outside the

school and moving away from the building and the bomb, but for their initial response they need to use old-fashioned voice commands and the public address system. Finally, if confronted with an actual incident and the arrival of news vehicles with powerful television transmitters, insist that those vehicles remain at a great distance from the school.

This article was prompted by a request for technical assistance from Ray Szczepaniak, Principal, Lajes Elementary School, Azores, Portugal who inquired whether using radios could do more harm than good in a bomb threat scenario.

Highlights of FPCON CHARLIE & DELTA

At present U.S. Public Schools are working furiously to select security measures appropriate to the threat conditions recently identified by the Department of Homeland Security. Fortunately, the DoDEA Antiterrorism Program (Regulation 4700.1) includes specific guidance for security measures principals should take as the U.S. military's Force Protection Conditions (FPCON) change.

Principals can use the checklist on the following pages to note their status of implementation for security measures at FPCON Charlie and FPCON Delta. For a complete description of appropriate security measures and considerations, see Enclosure 2 of the DoDEA Antiterrorism Regulation (pages 40-41).

At FPCON Delta, principals coordinate with the military command to decide whether to continue to keep their school open and cooperate with any potential Non-combatant Evacuation Order. For DoDEA Force Protection Condition (FPCON) security measures, visit: http://www.odedodea.edu/foia/iod/pdf/4700_1.pdf, pages 37-41.





FPCON CHARLIE CHECKLIST

FPCON Security Measure	DoD Security Measures	School Specific Guidance	Date Implemented	Person Responsible
30.	Continue or introduce all measures listed in FPCON BRAVO.	Coordinate with local U.S. military security officials on those measures most applicable to the security of DoDEA school activities.		
31.	Keep all personnel who are responsible for implementing antiterrorist plans at their places of duty.	Coordinate with local Force Protection Officer for appropriate procedures if school is to remain open.		
32.	Limit access points to the absolute minimum.	Coordinate with local Force Protection Officer for appropriate procedures if school is to remain open.		
33.	Strictly enforce control of entry. Randomly search vehicles.	Coordinate with local Force Protection Officer for appropriate procedures if school is to remain open.		
34.	Enforce centralized parking of vehicles away from sensitive buildings.	Request U.S. military support for portable barricades, traffic cones, and enforcement assistance, if necessary.		
37.	Protect all designated vulnerable points. Give special attention to vulnerable points outside military establishments.	School administrators coordinate with local Force Protection Officials to determine if schools located outside fenced, guarded installations are to remain open and if so, receive appropriate protection.		
38.	Erect barriers and obstacles to control traffic.	Request U.S military support for portable barricades, traffic cones, and enforcement assistance, if necessary.		
39.	Consult local authorities about closing public (and military) roads and facilities that might make sites more vulnerable to attacks.	Depending on intelligence received and the local threat estimate, serious consideration should be given to temporarily closing schools.		





FPCON DELTA CHECKLIST

FPCON Security Measure	DoD Security Measures	School Specific Guidance	Date Implemented	Person Responsible
41.	Continue, or introduce, all measures listed for FPCONs BRAVO and CHARLIE.	Coordinate with local authorities.		
45.	Control access and implement positive identification of all personnel - no exceptions.	If school is open, set up a schedule with local security officials and periodically report your security status.		
48.	Make frequent checks of the exterior of buildings and of parking areas.	If school is open, periodically report this security status to local security officials.		
49.	Minimize all administrative journeys and visits.	Self-explanatory.		
50.	Coordinate the possible closing of public and military roads and facilities with local authorities.	Depending on intelligence received, serious consideration should be given to temporarily closing or "locking-down" schools.		





Safe School Planning

Airtight Lockdown A-B-C's

Some antiterrorism experts note that completing preparations for an airtight lockdown in response to a chemical attack also prepares schools for a biological attack and accomplishes much of the work needed to prepare for a radiological incident. The same protective measures used to prevent chemical agents from penetrating a school, such as turning off the heating/ventilating/air-conditioning system (HVAC) and implementing lockdown procedures, would also protect personnel from biological agents. To prepare for a shelter-in-place contingency assemble emergency supplies. These items should be in place and available for a chemical, biological or radiological incident.

If it appears that a chemical, biological or radiological cloud is en route, but has not yet reached the school, call all persons inside and implement school lockdown procedures. Close all windows, doors and HVAC outlets as quickly as possible. Turning off the HVAC system and sealing doors and windows, should equalize the air pressure inside and outside of the building and prevent contaminated air from entering the school.

Use duct tape or stuff wet paper or cloth around openings that lack a decent air seal, such as HVAC or bathroom vents, to make them airtight. Many schools can be made virtually airtight for 24 hours, and should plan to have at least enough food and water to ride out an attack. During that period, most toxins of concern will degrade or disperse to non-lethal levels. Emergency medical or other support can be assembled and military command officials can design an evacuation plan. Request advice from health officials before leaving the safety

of buildings. For further details, see the Antiterrorism Section of the DoDEA Safe Schools Handbook (pages 16-20).





Responding to Weapons of Mass

Destruction Attacks

As the Department of Homeland Security changes the civilian threat condition from Orange (High) to Yellow (Elevated), U.S. public school officials hurry to complete plans for their response to weapons of mass destruction. Fortunately for DoDEA principals, DoDEA has already published specific lockdown procedures and addressed the potential threat of terrorist use of weapons of mass destruction. These procedures/instructions and information may be found in the:

- ▶ DoDEA Internal Physical Security Regulation (Regulation 4700.2) page 11, Enclosure 2, paragraph E2.2.1.3;
- ▶ DoDEA Antiterrorism Program (Regulation 4700.1) page 17, Enclosure 2, paragraph E2.10; and in the
- ▶ DoDEA Safe Schools Handbook, Anti-terrorism Section, pages 16-20.

The updated Antiterrorism section of the DoDEA Safe Schools Handbook contains information on:

- ▶ Weapons of Mass Destruction/Mass Casualties
- ▶ Chemical/Biological/Radiological Security
- ▶ Airtight Lockdown;
- ▶ Partial Airtight Lockdown;
- ▶ Emergency Evacuation;
- ▶ Limited Quarantine; and
- ▶ School Closure.

Improve AT Readiness by Understanding Terrorists' Weaknesses

Demonstrating planning and readiness deters terrorists because they will seldom attack if they observe that their target is alert and prepared. Principals can learn terrorists' weaknesses and design countermeasures to further decrease the possibility of a terrorist incident.

Why Do Terrorists Attack?

Terrorists attack to punish and instill fear, not to gain self-advantage as do criminals. Often motivated by beliefs or ideology, they will seek symbolic targets where many can be threatened or killed. They will select targets where news media coverage is assured and the emotional impact will be high.

What Are Terrorists' Weaknesses?

Several vulnerabilities will limit a terrorists' ability to attack; for example:

- ▶ Terrorists are working far from home with very few people and limited logistical support.
- ▶ They need to observe a target before they can attack it.
- ▶ For an attack to succeed, complex plans need to be implemented precisely.

To deter an attack, principals can use Risk Reduction Planning methods we have outlined in the table. Administrators should capitalize on their school's strengths and terrorists' weaknesses by concentrating on the following three steps: proactive Risk Reduction Planning, physical security, and security awareness. Close coordination of Risk Reduction Measures with local security officials and the military command could help prevent an attack.

The table on the next page summarizes the actions terrorists need to accomplish in order for their attack to succeed; and identifies Risk Reduction Planning measures principals should take now to exploit terrorists' weaknesses.





Terrorists' Vulnerabilities, Principals' Response

Terrorists' Weaknesses	Principal's Countermeasures
<p><u>Research</u> Terrorists need to observe and study their target before an attack.</p>	<p>Principals can provide security awareness training to school staff, parents & older students, tighten visitor control procedures, and encourage reports of unusual activity.</p> <p>An alert school community should detect terrorists' surveillance.</p>
<p><u>Uniforms & Vehicles</u> Terrorists need cover stories, institutional uniforms and vehicles to enter and study targets from on-site.</p>	<p>Check supply of maintenance or custodial uniforms to discover any missing garments that could be used by terrorists to visit the school surreptitiously.</p> <p>Enforce existing parking regulations to detect unauthorized vehicles.</p>
<p><u>Rehearsals</u> Terrorists need to rehearse to coordinate key aspects of their plan.</p>	<p>Vigilance by school staff and security personnel should detect rehearsal attempts.</p>
<p><u>Pre-positioned Weapons</u> Terrorists might conceal guns or bombs on the property before the attack to limit what they need to bring with them.</p>	<p>Check school perimeter for weapons caches.</p> <p>Coordinate security patrols (e.g. PONDS) with local security personnel & military command.</p>
<p><u>Keys & Alarms</u> Terrorists often copy keys, disable alarms, make entry holes and access computer networks in advance to assure access during an attack.</p>	<p>Tighten key control: See DoDEA Internal Physical Security (Regulation 4700.2, Attachment 2, Enclosure 3.) Report disabled alarms or attempts at unauthorized computer access.</p>
<p><u>Timing</u> With complex plans terrorists often cannot adapt quickly to change.</p>	<p>Random, even minor variations in the activity of targets can disrupt attacks.</p> <p>Plan modest variations in locations and timing for loading and unloading of school buses.</p>



Hate Prevention Programs

Teaching tolerance and understanding of diverse cultures to DoDEA students can help them cope with the intolerance encountered among host-nation citizens. Some students have reported concern for their safety because of prejudice by locals against them. In some areas where locals call non-locals “howlys,” students report subtly communicated threats of violence and rumors of weapons brought to school on certain days when the locals plan to “kill a howly.” Some students reportedly were so concerned that they have stayed home from school.

DoDEA students can benefit from hate prevention programs and an appreciation of the pain caused by prejudice and the benefits of opening a greater communication between diverse social cultures. Tolerance and civility are essential skills to use when negotiating the differences among individuals and groups.

Below are some researched, well known and independently acclaimed hate prevention programs that may work for your students.

[Facing History and Ourselves](#) helps students understand how prejudice shaped historical events. The program recognizes the need for participation and responsible decision-making. Facing History and Ourselves offers several curricula used widely in U.S. schools to teach lessons on the U.S. civil rights movement, the holocaust and recently, the Armenian genocide. Through an examination of racism and prejudice students make the essential connection between historical events and the moral choices they confront in their own lives. For further information, see: www.facinghistory.org.

[Healing the Hate](#) offers ten units of classes to teach students about institutionalized prejudice, resistance, and how to encourage social change. Lessons about the U.S. civil rights movement encourage students to think critically about messages in television shows and newspapers. Participatory and writing exercises enable students to empathize with victims and enhance students’ teamwork, communication and listening skills. Additionally, dramatic presentations by students and guidelines for service learning projects, involve youth in teaching tolerance in the community. Each lesson plan includes the purpose, lesson objectives, instructions for preparation, materials needed, and participatory activities. Learn more, at: www.edc.org.

[PeaceBuilders](#) uses praise for individual accomplishments to counter prejudice and intolerance within the school environment. Separate curricula for elementary, middle and high schools create a more cooperative school climate using learning strategies that include: Praiseboards, PeaceCircles, class meetings, student story writing, artistic projects, and dramatic presentations. PeaceBuilders designs material for use in students’ existing academic classes. Parents and community members participate in school assemblies and activities that celebrate diversity. For further information, visit: www.peacebuilders.com.

For curricula and lesson plans appropriate for use with DoDEA students, see the Intervention Strategies Section of the DoDEA Safe Schools Handbook and the July 2002 Intervention Strategies Guide. The Intervention Strategies Guide is available from the DoDEA web site at www.odedodea.edu/schools/ISGuides.htm.





Teaching Tolerance to Prevent Hate and Violence in Schools

I wish I could say that America has come to appreciate diversity and to see and accept similarity. But as I look around, I see not a nation of unity, but of division.... We cannot play ostrich. Democracy cannot flourish amid fear. Liberty cannot bloom amid hate. Justice cannot take root amid rage. We must go against the prevailing wind. We must dissent from indifference. We must dissent from apathy.... We must dissent because America can do better, because America has no choice but to do better.

Thurgood Marshall, Supreme Court Justice

Acts of intolerance, hate, and bias in schools have steadily increased over the past decade. The term “hate (or bias) crime” is used to describe an offense against persons or property based on race, ethnicity, national origin, religion, sex, disability, or sexual orientation. These may range from racial epithets or graffiti on school walls to threats of physical harm, intimidation, hate mail, vandalism, physical assault, and more. Research has found that school violence appears to be associated with the level of domestic violence and the level of hate crimes in a given community.

According to the National Center for Education Statistics, about 13% of students report being victims of hate at school. These acts of racism, prejudice, and discrimination can have a

A special relationship with George Washington University makes it possible for DoDEA to present a series of articles by prevention program experts from the University of Hawaii.

profoundly negative impact on students’ self-esteem, social and emotional development, and school performance and, left unabated, can lead to more serious acts of violence. Clearly, schools must take an active role in establishing a climate of tolerance and respect for diversity among all students—a climate that opposes bias whenever and wherever it occurs. Building this type of climate requires a strong and continuing partnership among school staff, parents, students, and the community.

A Comprehensive Approach to Promoting Tolerance at School

The document “Protecting Students from Harassment and Hate Crime: A Guide for Schools” published by the Office for Civil Rights (available at www.ed.gov/pubs/Harassment) offers a number of suggestions for preventing or reducing the incidence of discrimination and harassment on campus. They begin with developing written policies that clearly prohibit this type of behavior and include information on complaint procedures and responses to observed or reported incidents.

Secondly, staff training is necessary to ensure that teachers, administrators, and other staff are aware of diverse cultural attitudes and behaviors, are able to recognize harassment, and are capable of intervening effectively to reduce incidents of conflict or harassment at school. Some of these incidents might be viewed as opportunities for teaching more appropriate behavior.

Thirdly, there are a number of prejudice reduction curricula available designed to sensitize students to diversity issues, foster





understanding of others' points of view, and help students overcome misconceptions and biases. Use of these curricula often involves structuring classroom activities to foster social interactions among diverse groups of students.

The reader is invited to visit the Southern Poverty Law Center website at www.tolerance.org/ which has a section for teachers, parents, teens, and kids. In addition, the Reducing the Effects of Racism in Schools website at www.ascd.org/educationnews/parks.html lists a number of prejudice reduction strategies and programs.

Finally, prevention of hate on school campuses involves an ongoing effort to monitor the school environment, identify potential trouble spots such as hallways and lunchrooms, assess the effectiveness of established programs and policies, and consistently enforce discipline policies that prohibit disrespectful actions toward others.

Conclusions

By themselves, written policies and procedures mitigating against harassment at school are unlikely to have a strong and immediate impact. Broader educational efforts aimed at establishing a climate respectful of individual differences and appreciative of racial and cultural diversity are more likely to pay long-term dividends. The idea is to develop classroom climates that are not only sensitive to, but promote the uniqueness of, each individual and, at the same time, recognize diversity as something to be cherished.

The good news is that violence and prejudice are preventable through early intervention efforts. Schools that intentionally build empathy, cooperation, critical thinking, and social responsibility among students into the curriculum are likely to experience significantly fewer incidents of hate and intolerance.

