



Superintendent Robert Brinton concludes the Camp Lejeune workshop.

Final DDESS Workshops Held

The final three DDESS Safe School workshops were held in February 2004. The first workshop was conducted at Fort Benning, Georgia on Feb. 5th and included 25 participants. The workshop was hosted by Superintendent Dell McMullen and Assistant Superintendent Randy Jones and was arranged and coordinated by Donna Ford. Chief of Police Bill Hoy reinforced the Incident Command System (ICS) teaching points during the Incident Response Planning (IRP) training portion of the workshop.

The second workshop, held at Camp Lejeune, North Carolina on Feb. 18th, boasted 32 participants. The workshop was hosted by Superintendent Robert Brinton and coordinated by Jim Dargan, Security Manager.

In both his introductory and closing comments, Superintendent Brinton underscored the community's commitment to proactive Safe School Planning. School Board Chairman Aretha Paschel-Alexander emphasized the need to conduct an up front analysis of incident report data when working through Phase One – Problem Identification.

The third workshop held on February 20th at Fort Bragg, North Carolina was hosted by Community Superintendent Joel Hanson and arranged and coordinated by Hazel Hedrick, Community Security Support Assistant.



Sergeant Major Blanchard from the Provost Marshal's Office assisted with the IRP portion of the workshop by describing community resources available during his discussion regarding the ICS.

With the DDESS Safe Schools workshops now complete, trainers Bob Michela and Paul Hersey are on their way to Europe to conduct the final portion of the DoDEA Safe Schools Workshops. ■

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School Suicide Prevention

According to the American Association of School Administrators (AASA), suicide is the second leading cause of death among adolescents. Based on these findings, some school administrators believe that the time has come for a school-wide suicide prevention program.



An article published in AASA Online offers the following detailed recommendations for schools to consider when addressing suicide prevention:

- ◆ Develop a suicide prevention policy.
- ◆ Establish a team, which includes a school counselor or psychologist (i.e. trained professionals), to put a formal suicide intervention plan in place.
- ◆ Ensure that staff know what to do, and which trained professionals to contact, when a student threatens suicide.
- ◆ Include suicide prevention education in the curriculum.

DoDEA includes suicide prevention education in the mental health curriculum. In elementary school, the program stresses positive self-esteem, recognition programs and developmental guidance. The 7th-grade curriculum emphasizes positive self-esteem, mood swings, and emotion control. DoDEA's 8th-grade curriculum concentrates on depression and stress management.

High School students study suicide prevention as part of their Health Education I course, a graduation requirement. Additionally, all DoDEA high schools have received Beck's Depression Scales, used by school psychologists to detect depression in students ages 14 and above.

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To gain a greater understanding of how to build a comprehensive suicide prevention program, go to: www.aasa.org/publications/sa/2000_05/foc_king.htm. For suggestions on suicide intervention support, see The National Association of School Psychologists site at: <http://www.nasponline.org>. You can also refer to the DoDDs School Action Plan for Crisis Intervention at: www.odedodea.edu/foia/iod/pdf/2943_0.pdf. ■

Juvenile Arrest Bulletin Available

The Indicators of School Crime and Safety 2002 reports that students aged 12-18 were victims of more than 1.9 million crimes at school during the year 2000. Reviewing the trends affecting juvenile crime in the U.S. may help you gain an understanding of the violence students entering your school, from U.S. public schools, might have been exposed to in their communities. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) recently announced the availability of "Juvenile Arrests 2001," a 12-page bulletin that uses the FBI report *Crime in the United States 2001* as a basis for its findings.



In 2001, the juvenile arrest rate for violent crime was 44 percent below its peak in 1994, reaching its lowest level since 1983. Although many of the statistics regarding juvenile crime trends are encouraging, there are reasons to remain vigilant. For example, arrests of females for various offenses are greater than the arrests of males and the overall juvenile arrest rate for "simple assault" in 2001 remained near its all-time high.

DoDEA students learn about violence prevention and how to avoid risk-taking behaviors in the Safety section of DoDEA's Health Education I course for grades 9-12 (a graduation requirement). "Juvenile Arrests 2001" is now available at: <http://ojjdp.ncjrs.org/publications/PubAbstract.asp?pubi=11222>. ■

Safe School Planning Resource from the U.S. Department of Education

The U.S. Department of Education (DoE) guide entitled *Responding to Crisis* offers several ideas relevant to DoDEA's Incident Response Planning strategies. According to DoE, each school crisis plan should address four major areas: prevention/mitigation, preparedness, response, and recovery. Actions that schools should take under each of these areas include:

Prevention/Mitigation:

- ◆ Conduct an assessment of each building. Identify the factors that put the building, students and staff at greater risk (such as proximity to rail tracks that transport hazardous materials, or facilities that produce highly toxic material or propane gas tanks) and develop a plan for reducing any risks. These prevention efforts can include plans to evacuate during a crisis or to reposition hazardous materials away from school buildings.
- ◆ Work with businesses and factories in close proximity to the school to ensure that the school's crisis plan is well coordinated with their crisis plans.
- ◆ Plan how you will control access and egress to the school.
- ◆ Review traffic patterns, and where possible, keep cars, buses, and trucks away from school buildings.

Preparedness:

- ◆ Have site plans for each school readily available and share them with first responders and agencies responsible for emergency preparedness.
- ◆ Ensure that there are multiple building evacuation routes and meeting points. Consider many exit scenarios as your first or second evacuation options could be blocked during an incident.
- ◆ Practice responding to crisis incidents on a regular basis.
- ◆ Establish a system for communicating during a crisis.
- ◆ Inspect equipment regularly to be sure it will operate during an incident.
- ◆ Plan student dismissals. During a crisis parents can inundate the school, while others may not be able to pick up their child. Make sure you have a secondary contact person and contact information readily available for every student.
- ◆ Refer news media to the on-post Public Affairs Office.
- ◆ Share your Incident Response Plan with local security officials and emergency responders.

Response:

- ◆ Prepare to use the Incident Command System (ICS). Discuss the roles and responsibilities of educators, local security and fire officials, and other first responders. Solidify ICS plans and practice with members of the ICS.

Recovery:

- ◆ Return to the business of teaching and learning as soon as possible.
- ◆ Identify and approve of a team of trained mental health workers to provide services to faculty and students after a crisis. Understand that recovery takes place over time and that the services of this team may be needed for an extended period.
- ◆ Notify the parents regarding the actions the school is taking to help students and staff recover from the crisis.

Remember to customize your Incident Response Plan to the unique needs of your school. Consider several incident scenarios. Doing so will help to broaden your ability to respond to an array of incidents. For additional DoE suggestions, go to: www.ed.gov/emergencyplan. ■

Tobacco in the Media – An In-Class Prevention Strategy

“Teens who smoke are three times more likely than non-smokers to use alcohol, eight times more likely to use marijuana, and 22-times more likely to use cocaine. Smoking is associated with other risky behaviors, such as fighting and engaging in unprotected sex.”

(CDC. Preventing Tobacco Use Among Young People, pp. 36, 104).

When young students experiment with tobacco, they are vulnerable to its addictive effects before they discover the facts about the health implications of smoking. Once students make the decision to use tobacco, the habit can last a lifetime. Anti-tobacco use is a major component of the DARE program, which has been adopted by DoDEA.

“Smoke Screeners” is an in-class tobacco prevention program for students in middle and early high school. Complete with a moderator’s guide and video, “Smoke Screeners” draws attention to the way that smoking is glamorized in the movies and on television.

This free program increases student awareness of tobacco use in popular entertainment, which often portrays smoking as cool and acceptable, but does not inform its audience of the health risks associated with the act. The “Smoke Screeners” program encourages students to see through the smoke on the movie screen and become, “Smoke Screeners.”

The “Smoke Screeners” programs’ impact on youth was noted in a recent study from the Motion Picture Association of America. The study indicated that 48% of youth, ages 12-17, reported that they go to a movie at least once a month, compared with just 26% of people

over age 17. Because movie stars are often role models for young people, an actor’s use of tobacco can often affect how a student feels about smoking.

By teaching students to critically evaluate the glamorization of smoking depicted in movies,

“Smoke Screeners” helps students neutralize this influence.

The objective of the “Smoke Screeners” prevention program is to:

- ◆ Heighten young people’s awareness about tobacco in the movies and on TV.
- ◆ Help young people consider how the entertainment industry normalizes and glamorizes tobacco use.
- ◆ Reduce the harmful impact that widespread images of smoking have on youth attitudes and behavior.



Neither parents or educators have the resources or time to effectively filter or manage the daily barrage of media messages (such as cigarette ads) that young people hear and see. This anti-smoking program helps students become media literate. Then, students – on their own – can distinguish between reality and illusion and begin to question sources of information and look for the missing facts.

For more on this program, and youth tobacco facts, go to: www.cdc.gov/tobacco/smokescreen.htm or call 1-800-CDC-1311. ■

Student Anti-Smoking Activity

The National Drug Control Policy’s Anti-Drug web site offers an in-class activity to help students evaluate media portrayals of tobacco use. During this exercise teachers ask students to identify specific content or images that relate to tobacco use in movies, music and television. Next, teachers will ask students to discuss their ideas together in groups. Each group then shares their list of tobacco related media images with the class. Together, the class evaluates the underlying values and messages behind the list of tobacco related images that they have compiled. For more exercises and programs that are currently underway in youth groups, please visit <http://www.theantidrug.com/faith/help.asp>. ■



Dirty Bombs - Preparation and Incident Response

The following article contains a description of ideas for preparation and incident response planning suggestions for a dirty bomb scenario.

According to the National Defense University's (NDU) Center for Technology and National Security Policy a typical "dirty bomb" consists of a conventional explosive, such as dynamite, packaged with radioactive material that scatters when the bomb detonates. The radioactive material that is scattered as a result of the explosion causes the "dirty" part. After the bomb detonates there will be signs of an explosion, but you cannot see or smell the radiation. NDU offers the following guidelines below that administrators can use to prepare for and respond to a dirty bomb incident.

To prepare for a dirty bomb incident, NDU suggests:

- ◆ Develop a staff, student, and family contact plan (how to get in touch via phone, Internet, or other method).
- ◆ Practice implementing your Shelter-in-Place or Evacuation procedures as directed by authorities.
- ◆ Note: Stockpiling antibiotics, purchasing potassium iodide tablets, a Geiger counter, or gas masks is not recommended.

If your school experiences the effects of a dirty bomb attack, NDU suggests:

- ◆ Evacuate, but stay calm—you have time. For the most likely types of "dirty bombs," anyone who survives the explosion will have hours to evacuate.
- ◆ Decontaminate, but take your time. It takes hours to accumulate enough radiation to cause radiation sickness or develop cancer; therefore student decontamination does not need to begin immediately.
- ◆ Instruct those directly exposed to radiation to cover their mouth and nose with a handkerchief.
- ◆ Advise students and staff exposed to radiation not to lick or touch their lips, or to eat, drink, or smoke. Additionally, tell staff and students not to touch their hands to their face or to any open wounds, until they have left the contaminated area and have been properly decontaminated by experts. (Radioactive material is more dangerous if it enters your body through eating, drinking or wounds.)
- ◆ Follow the instructions of emergency personnel.
- ◆ Leave the area by foot; do not use public transportation – this is to avoid contaminating vehicles.
- ◆ If anyone drives a car or truck, advise the following: Some radiation material may get inside the vehicle and will have to be cleaned out. While driving a car, do not run the heater or air conditioner to avoid circulating air and inhaling radioactive material. Listen to local news broadcasts for instructions about cleaning out a vehicle safely.
- ◆ Do not immediately rush to the emergency room.
- ◆ Tell students and staff that when they get home they should remove all clothing outside and place it in a plastic bag. News broadcasts will instruct the public regarding discarding contaminated clothing. Tell everyone to shower twice and wash their hair thoroughly.
- ◆ If any students or staff were in the vicinity of the blast site at the time of the explosion, tell them to remain in the area until they are released by emergency personnel.

Symptoms from a dirty bomb depend on the amount of radiation a person has received. For more information on symptoms, treatment and answers to frequently asked questions, go to: www.ndu.edu/ctnsp/index.html. ■



Access Control Using CPTED

As you plan your budget request for FY2005, consider how the principles of Crime Prevention through Environmental Design (CPTED) could help you improve your school's access control. Strategic positioning of bushes, trees, and fencing can help schools create the perception that there is a risk to entering your school for illegitimate purposes (i.e., theft or drug deals). Below are several ways that posted signs can enhance a school's access control. Signs can:

- ◆ Indicate the location of the main school entrance.
- ◆ Direct visitors to sign in at the school office.

- ◆ Warn intruders of prosecution for trespassing.
- ◆ Specify that the area is a Drug-Free Zone.
- ◆ Designate that the area is a Violence-Free Zone.
- ◆ Post numbers on outer doors for incident response.
- ◆ Delineate staff and visitor parking areas.

Access control combined with the physical security measures found in your Safe Schools Handbook will contribute to a secure learning environment for your school. For additional ideas on CPTED, visit: www.cpted.net or www.co.broward.fl.us/mpio00100.htm. ■

Photo Essay of DDESS Workshops



We'd like to thank Ron Shaffer (standing - lower left picture) for his invaluable support with the DDESS Safe Schools Workshop pre-planning and coordination. ■