



# SAFE SCHOOLS

# NEWSLETTER



Volume 2, Issue 9

May 2002

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This is an unofficial publication produced by DynCorp, Inc. on behalf of the Department of Defense Education Activity Safety & Security Office. The material herein is presented for informational purposes and does not constitute official policy of the Department of Defense.

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## Safe Schools NEWS

### European School Shootings

We were shocked and saddened to learn of the school shooting incidents in Europe in late April 2002. Apparently easy entry to schools in Erfurt, Germany, and Vlasenica, Bosnia-Herzegovina, highlights the need for access control. News reports of the incidents suggest that tighter access controls and responsive lockdown procedures could have limited the violence. The 19-year old in Erfurt, Germany entered the school's one main entrance with a shotgun, and 9mm handgun, then entered several classrooms and killed the teachers. The 17-year old in Vlasenica, Bosnia-Herzegovina killed a teacher outside of the school with a 7.65mm handgun, then entered the school and wounded another teacher in a classroom. Concern expressed at a recent workshop regarding school access control and security issues prompted the Safe School Planning article on page four of this newsletter. (Sources: 4/26/02 and 4/29/02 Associated Press, 4/26/02 and 4/29/02 Reuters.)





## Whistles for Security Alerts

West Point Middle School principal John Zenyuh distributed whistles to his school staff for use alerting the principal and each other to crisis incidents. Why whistles rather than more exotic communication devices such as personal radios, cellular phones, or even air horns? According to Zenyuh, keeping it simple is better. Whistles work – they do not need batteries – at \$5.00 each, the school can afford to provide whistles to every teacher. School staff members wear or carry the whistles so they will be available, if needed. Zenyuh worked with Joel Hansen, principal at West Point Elementary School, to update both of their schools’ Incident Response Plans to include evacuation exercises involving whistles.



administrative office or administrative personnel are not positioned to provide oversight of the main school entrance. Therefore, the positioning of administrative offices for oversight of the main school entranceway should be a priority for security funding.”

Schools who use the Five Phase Process are encouraged to include the completed handbook tools as attachments to documentation needed for requesting modifications. Support your request by:

- ★ Identifying the school’s security vulnerabilities
  - ☞ Incident worksheets (Tool #1)
  - ☞ Student and staff surveys (Tools #2 & #3)
- ★ Providing evidence that the school evaluated security measures
  - ☞ Program and Policy Review (Tool #6)
  - ☞ Physical Security Review (Tool #7)
- ★ Describing how physical security enhancements address the school’s Safe School Planning Objectives
  - ☞ Options Worksheet (Tool #8)
  - ☞ Planning Worksheet (Tool #9)



## How to Ju\$tify Security Modification\$

The DoDEA Safe Schools Program can help principals obtain their fair share of limited physical security funding. School

administrators who provide a valid security requirement are more *likely* to receive funding.

According to DoDEA Regulation 4700.2, paragraph E4.2.1, “Visitors cannot be adequately controlled if the school

The effort *invested* by school administrators who utilize the DoDEA Safe Schools Program helps *their* school justify requests for needed physical security measure funding. To request funding contact your District Safety & Security Officer and Facilities Engineer.

## Share Your Success With Us!

We invite you to share descriptions of prevention programs that have helped your students, please e-mail your descriptions to Brian McKeon at [mckeonb@dyncorp.com](mailto:mckeonb@dyncorp.com).





## 42% of U.S. Students See Bullying Daily

The 2001 National Crime Prevention Survey reported that forty-two percent of U.S. middle and high school students witness bullying or taunting among other students daily. Another twenty-six percent of the students said they observed bullying incidents weekly. Forty-six percent of students expressed concern that one or more students they knew personally might harm other students.

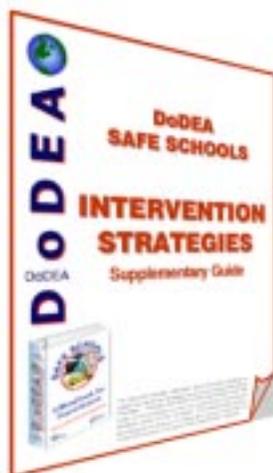
Five-hundred thirteen youth, ages 12-17, were interviewed for the survey during October 2001. Although students indicated that they do confide in school staff, they reported that they would probably tell parents, friends, other adults in the family, or police officers if they were personally threatened with physical harm. Respondents offered specific suggestions for actions that students can take to prevent violence.

**32%** Students could work to control their anger and use communication skills to avoid fights

**31%** Students accept responsibility for actions and serve as role models for their fellow students

**24%** Students could respect each other more

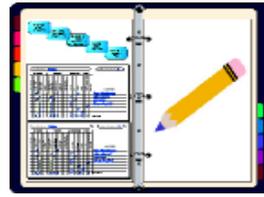
Students also indicated that they are concerned about the September 11, 2001, terrorist attacks and expect that the threat of terrorism will change their lives in the future. For further information visit the National Crime Prevention Council at [www.ncpc.org/rwesafe/2001/rwesafe.htm](http://www.ncpc.org/rwesafe/2001/rwesafe.htm).



## Intervention Strategies Guide

Did you receive your copy of the Intervention Strategies Guide that was included in the email with the February 2002 newsletter? We hope you were able to print the guides and insert them into your Safe Schools handbook. If you have not received your copy, please contact Brian McKeon at [mckeonb@dyncorp.com](mailto:mckeonb@dyncorp.com).





# Safe School Planning

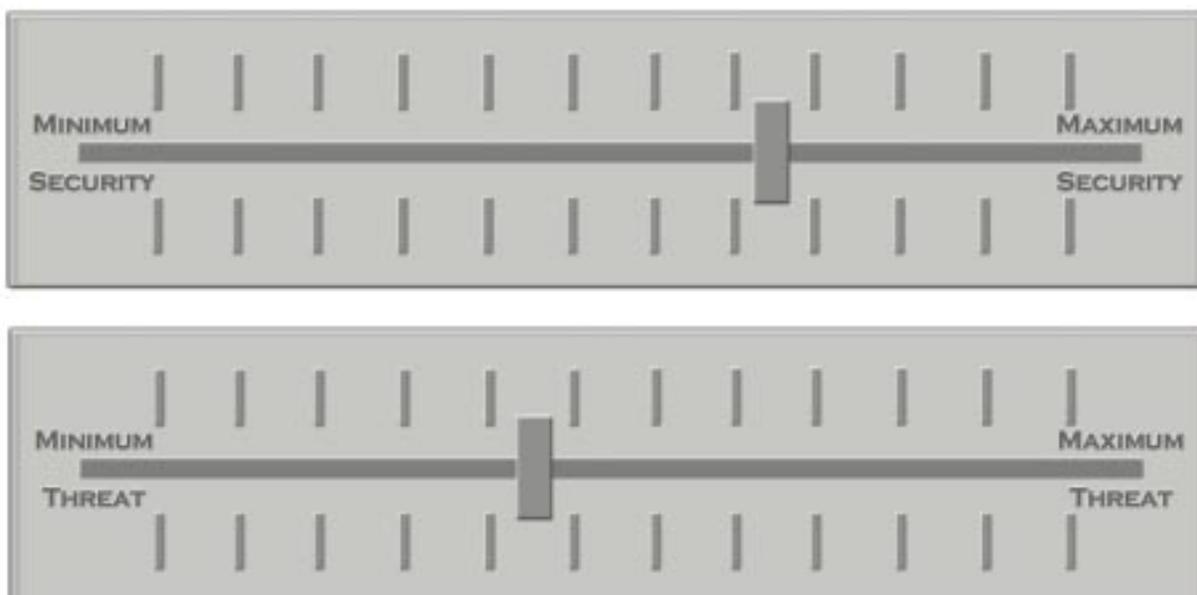
## Access Control

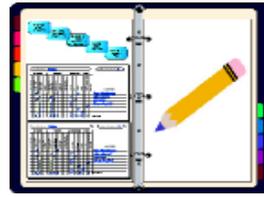
Let's apply Risk Reduction Planning to access control for a school. First, ask yourself what level of risk you are willing to accept. Do you want to accept **maximum** risk, **medium** risk, or **minimum** risk that an unauthorized person would be able to gain unimpeded access to your school?

To accept **maximum** risk, access to the school entrances/exits would be uncontrolled. To accept **medium** risk, establish more imposing security enhancements than in the maximum risk case. To accept **minimum** risk, establish the fullest extent of security enhancements to limit and control personnel access to the school.

The graphic on Page 5 describes security measures appropriate for each of the three risk levels using the following scenario. You may presume that the school's presence on a military installation serves to keep the general public out. Therefore, on-post personnel (e.g., vendors, contract personnel, federal employees, military personnel, parents, and dependents) would be the only potential intruders. Because of school location and the nature of the community, you may conclude that the most severe threat would come from an irate student, parent, or a youth from another community.

Evaluate the vulnerability resulting from uncontrolled access and determine the level of acceptable risk. DoDEA Regulation 4700.2 ([www.odedodea.edu/foia/iod/pdf/4700\\_2.pdf](http://www.odedodea.edu/foia/iod/pdf/4700_2.pdf)) clearly delineates Visitor and Access Control requirements which are consistent with the minimum security requirements (e.g., Minimum Risk Case). As discussed previously in the January 2002 DoDEA Newsletter and depicted in the graphic below, security measures should be balanced with an existing threat condition.





# Safe School Planning

## LEVELS OF RISK

### MAXIMUM RISK

**Measures that should satisfactorily secure your school from an unwanted intruder.**

- Limiting uncontrolled access to personnel who have a valid requirement to enter or leave the school (e.g., students and staff).
- Establishing procedures for positive identification of persons seeking access to the school, who do not possess a valid requirement for uncontrolled access (e.g., visitors).
- Displaying signs to direct visitors to a control point.

### MEDIUM RISK

**Measures that increase confidence that legitimate visitors will obey signs and check-in at the school office, making it easier to identify an unauthorized intruder.**

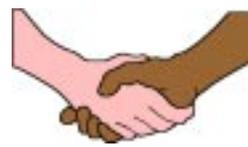
- Positioning an individual at the school's entrance to observe all personnel entering the facility. This "Greeter" would ascertain the nature of any visitor's business, conduct sign-in procedures, direct or escort the person as needed, and notify an administrator that a visitor is present.  
(**Note:** Greeters are often volunteer parents)
- Providing for a security officer to monitor the school entrance during operating hours.

### MINIMUM RISK

**Measures that severely limit the possibility that an unauthorized person would gain access to the school.**

- Arranging for periodic police presence and/or the parking of a clearly visible police vehicle in front of the school during different times of the day.
- Communicating your Visitor Policy to all parents (e.g., parent letter, including a visitor policy in the student handbook and requiring signature indicating that parents have read the policy).
- Issuing student and staff identification badges and enforcing a policy that they must be worn and visible at all times.
- Installing cameras (e.g., CCTV) to increase the observation of visitors and potential intruders by assigned staff members.
- Installing a metal detector and security officer at the school's entrance for use during school hours.





# Intervention Strategies

## DoDEA Prevention Programs

DoDEA school administrators recently expressed an interest in learning about prevention programs implemented at other DoDEA schools. This article is part one of a two part series describing examples of intervention strategies some DoDEA school administrators have considered effective. At several DoDEA schools, guidance counselors, teachers and school administrators work together to implement violence prevention programs, substance abuse education and conflict resolution training.



### U.S. Navy Student Mentoring Program is a Success!

Currently at schools in both Aviano, Italy and Dahlgren School in Virginia, military personnel successfully serve as mentors for youth and work with students in service learning projects. Service personnel work individually with students to help them with homework and listen to their concerns. There are several benefits to involving military personnel in youth mentoring programs:

- Soldiers and sailors already have security clearances, so they do not require separate background investigations to work with youth.
- Military personnel are usually good role models, and can inspire students by sharing their personal experiences regarding for example, how they have persevered through difficult times.
- Service mentors understand the importance of education and can communicate practical examples of the benefits to students.



According to one school superintendent, the Navy mentoring program already implemented in several DoDDS & DDESS schools might not sound that unusual, but it has a powerful effect on the students.

### Keflavik, Iceland Leadership Training

DoDEA Schools in Keflavik, Iceland initiated two prevention programs during the SY2001-02 school year. Counselors visit classrooms of all students monthly to teach social emotional learning skills. During the monthly training, students learn communication techniques and receive two lessons on bullying prevention.



Additionally, sixth-graders in Keflavik, Iceland discuss the roles and responsibilities of leaders. Designed and implemented by the guidance counselors at Keflavik, these discussions explore the value of each individual person and emphasize the benefits of supportive communication with fellow students. The Base Chapel and Fleet Family Support Center assist in teaching students social, decision-making, and leadership skills.



## Crime Prevention Through Environmental Design

Designing school facilities to decrease the probability of incidents of violence and crime saves money and school staff members' time. Designing entrances for "natural surveillance" enables school administrators to more efficiently supervise visitors. Effective use of lighting enhances school climate by helping students and teachers feel safer at school. Using vandal resistant materials decreases the cost of repairs. The *DoDEA Safe Schools Handbook* describes crime prevention concepts in School Building Design (pp.111-120) and includes specific actions to consider in the Physical Security Review (Tool #7).

In *Security Management Magazine*, certified public planner Robert Gardner explains that Crime Prevention Through Environmental Design (CPTED) uses psychology and traditional security measures to prevent crime at school. Traditional measures such as security hardware, lighting and surveillance strategies decrease crime by increasing potential perpetrators' concern that they will be detected. Facility changes enhance students' sense of ownership or connection to the school to encourage students to report potential incidents. For more information, visit [www.crimewise.com/library/cpted.html](http://www.crimewise.com/library/cpted.html).



Planner Tod Schneider acknowledges that older educational facilities were not designed using CPTED principles ("Safer Schools Through Environmental Design" *ERIC Digest 144*, January 2001, <http://eric.uoregon.edu/publications/digests/digest144.html>). However, Schneider argues that there is usually no additional cost to consider CPTED principles while planning needed maintenance and upgrades. Schneider emphasizes that CPTED includes simple changes that encourage desired student behavior, such as:



## Key CPTED Concepts



### Natural Surveillance

- ★ Establish view of school property by trimming bushes to a height of three feet and pruning tree branches below a height of six feet.
- ★ Insert windows in walls as necessary to provide visibility to areas of the school with a high incidence of problem behaviors.



### Natural Access Control

- ★ Locate visitor entrance near school office so hostile intruders are observed easily and detected early.
- ★ Limit the number of school entrances used, and designate separate entrances for school staff, students, and visitors.
- ★ Convert secondary doors into secured, alarmed, emergency exits.
- ★ Secure doors and windows to prevent unauthorized access.

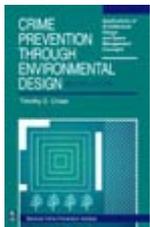


### Territoriality

- ★ Cultivate a sense of belonging among the school community.
- ★ Use signs, shrubbery, or fencing to clearly designate school property.
- ★ Give students a sense of territorial control while discouraging potential offenders.

### Further Information on CPTED

Schneider, T., Walker, H., & Sprague, J. (2000, December) *Safe School Design: A Handbook for Educational Leaders: Applying the Principles of Crime Prevention Through Environmental Design* Eugene, Oregon: ERIC Clearinghouse on Educational Management, \$18.00.



Crowe, T. *Crime Prevention Through Environmental Design* Butterworth-Heinemann, \$49.99 Amazon.com. CPTED Workshops July 22-26, 2002 at Louisville, Kentucky ([www.aegisprotect.com/acpi/cpted.htm](http://www.aegisprotect.com/acpi/cpted.htm)).

National Crime Prevention Council: Basics of Crime Prevention Through Environmental Design fact sheet ([www.ncpc.org/2add4dc.htm](http://www.ncpc.org/2add4dc.htm)) and *Designing Safer Communities A CPTED Handbook* \$21.95 (<http://store.yahoo.com/mcgruff/dessaecomcpt.html>) Describes examples of several communities using CPTED to prevent crime.

