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Incident Response Planning Tool Coming

Through a long-standing relationship with The Center for the Prevention of School Violence (CPSV), DynCorp arranged for CPSV to donate a copy of their video "What to Do in the First Twenty Minutes" to each DoDEA school.

The video portrays a dramatization of a school shooting and addresses crisis response factors for administrators to consider when writing their Incident Response Plans (See page two, column two).

Videos should arrive by 1 March. Please send your comments on the video to: safeschools@csc.com. ■

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Indicators of Terrorist Activity

The Department of Education (ED) recently circulated an unclassified summary of an analysis conducted by the Department of Homeland Security (DHS) and the Federal Bureau of Investigation (FBI) which described possible indicators of terrorist surveillance. Administrators who detect any of the indicators listed below should report their observations to base command officials. Some indicators of terrorist surveillance include:

Entry – A person taking an unusual interest in security such as entry points, barriers, or access control measures.

Behavior – Unusual behavior, such as a person intently watching personnel or vehicles entering or exiting facilities or parking areas, and quickly looking away if observed.

Drills – Someone who seems to be keenly observing security reaction drills or procedures.

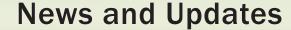
Threats – An increase in anonymous telephone or E-mail threats to facilities, in conjunction with the occurrence of suspected surveillance.

Pedestrians – Persons who look like they are working together to conduct surveillance on foot.



Disguises – Prolonged static surveillance conducted by people disguised as panhandlers, shoe shiners, flower vendors, or street sweepers. Be vigilant if these vendors have not previously frequented the area.

Include these potential indicators in your security awareness training for staff and students. Students may be the best "eyes and ears" in the school community. Coordinate your security awareness efforts with your District Safety & Security Officer (DSSO) and periodically ask for updates on security concerns specific to your geographic area. For more indicators, go to the Pennsylvania Department of Education web site: www.pde.state.pa.us/svcs_students/lib/svcs_students/OSDFSPreventionUpdate.pdf.







Keep Parents Informed!

School administrators may find their parent community unaware of their safe school plan. According to a new study conducted by the National Center for Disaster Preparedness (NCDP), 49 percent of U.S. parents are unaware of emergency preparedness plans at their children's schools. Chances are good the DoDEA parents are better informed, but it never hurts to be sure.

Remind or inform parents about safe school plans. Tell them how to obtain information from school officials during an incident (i.e., where to go and how to retrieve their child) to strengthen your incident response efforts. When sharing safe school plans with parents, please ensure that web masters and staff avoid posting this information on the Internet or school web site. School staff do not want to share this information with terrorists or anyone who does not have a "need to know." More on the NCDP study can be found on the NCDP web site at: www.ncdp.mailman.columbia.edu/.

DoDEA Safe Schools Program Managers Ed Englehardt, Rose Chunik

Safe Schools Newsletter Editorial Staff Bob Michela, Jennifer Bloom, Brian McKeon, Keith Shaver

This is an unofficial publication produced by DynCorp, Inc. on behalf of the Department of Defense Education Activity Office of Safety and Security. The material herein is presented for informational purposes and does not constitute official policy of the Department of Defense. All comments and questions should be directed to Bob Michela at: michela@csc.com.

Simulation Helps Administrators with Incident Response Planning

DoDEA schools at West Point have already used the video "What to Do in the First Twenty Minutes" to assist with planning the lockdown drills described in Enclosure 2, Physical Security Planning Procedures, of DoDEA Regulation 4700.2, Internal Physical Security. Although the video was developed for U.S. public schools, administrators throughout DoDEA can use it as a training tool for their Incident Response Teams. Some teams view the video together and then discuss how they can adapt the suggestions for their school. The video summarizes the actions required of principals and teachers during a lockdown:

Principals

- Notify all personnel of a school-wide lockdown.
- Notify the superintendent's office.
- Check classroom status.
- Meet and assist local security officials.

Teachers

- Immediately move students from halls into classrooms.
- Secure all doors and windows.
- Account for students.

Some administrators found that the video reminded them of specific actions they would like to include in their response procedures. Others revisited their communication protocols or revamped their "grab-and-go" kits.

Viewing the dramatization of an incident with local security officials prompts productive discussion by giving everyone in the room a common point of reference. If the security officials say, "No, we don't respond to an incident that way . . ." you have succeeded in beginning meaningful coordination on how to best work together during a critical incident. To review DoDEA lockdown procedures, see DoDEA Regulation 4700.2 available on the DoDEA web site at: www.dodea.edu/foia/iod/pdf/4700 2.pdf.



Safe School Planning

Safe School Plans: Mid-Course Corrections

Having completed their Risk Reduction Plans in the fall, and with half of the school year still ahead, administrators can readily make mid-course corrections to their Safe School Plans. Use the Policy and Program Review (Tool 8) and the Physical Security Review (Tool 9) to begin your assessment. Here's how to do it!



Start by reviewing the "road map" for each of the two tools. The "road map" is the second sheet after both the Tool 8 and Tool 9 tabs in *DoDEA's Safe Schools Handbook*. Identify the locations of greatest importance (i.e., open areas, high value rooms, etc.) and prioritize them. Next, rearrange the checklist pages to match the priority listing.

Review each checklist item in sequence. Determine whether a new measure, or a modification to an existing measure, will remedy the specific problem being addressed. When modifications or new measures are identified, record them in the space provided at the bottom of the page corresponding to the functional area. During this mid-course correction phase, chances are good that some of these questions will be answered differently than they were the first time. You now have a full semester of events and activities upon which to reflect.

It is important to conduct this review process with the other members of the Safe School Planning Team. The best results are achieved through the synergy of group discussion about each of the items. Using an interdisciplinary (i.e., administrator, counselor, teacher, DSSO) team approach ensures that those familiar with policy, programs, and implementation help shape your plan.

When the team concludes its review, merely transfer the new measures (or modifications to existing measures) to the Risk Reduction Plan and make the tracking fixes necessary to establish any new objectives. Then, specify the steps of implementation by using the Measures Worksheet (Tool 10) to finish updating your plan. When you have completed this mid-course correction process, you will also have met the *DoD Antiterrorism/DoDEA Standards* for a "periodic vulnerability assessment."

Risk 2.	Reduction Considerations Open Areas 2.1 School Grounds/Open Spaces		
Rating Priority: ☐ High		Do you have this physical security measure?	
	☐ Medium ☐ Low	YES	NO
2.1.1	Fence or other barrier surrounding the school property		
2.1.2	Signage (i.e., Drug Free School Zone)		
2.1.3	Security personnel or local police/security officials patrol perimeter or open areas (i.e., PONDS guards)		
2.1.4	Adequate lighting		
2.1.5	CCTV surveillance		
2.1.6	All bushes trimmed to below window sills		
2.1.7	Controlled access at every entrance to school grounds (i.e., locked gates, turnstyles or guards)		

Education Issues



Drinking and Driving: A Serious Problem Among Youth Ages 16-20

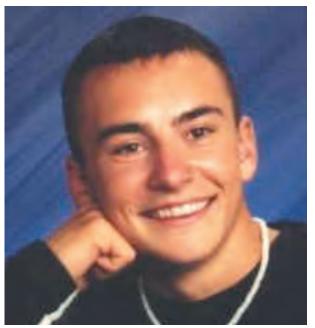
A 31 December 2004 bulletin titled "Driving Under the Influence (DUI) Among Young Persons," based on the results from The National Survey on Drug Use and Health (NSDUH), shows that driving under the influence of alcohol or illicit drugs is a serious problem among youth, ages 16-20. The report states that "motor vehicle crashes were the leading cause of death" among this age group in 2002. In that year, "6,327 persons, ages 16-20, were involved in fatal crashes, representing a 10 percent increase since 1999. In addition, 29 percent of young drivers killed in motor vehicle crashes in 2002 had been drinking."



STRICTLY

During the survey, researchers from the NSDUH asked persons age 12 or older, if they had driven a vehicle while under the influence of alcohol or illicit drugs during the past year, and if they had been arrested for DUI. This report illustrates both the prevalence of DUI involving alcohol or illicit drugs and the frequency of DUI arrests among persons between the age of 16 and 20 years old. Highlights from the NSDUH bulletin include:

- ♦ In 2002 and 2003, 21 percent of persons, ages 16-20, reported that they had driven during the past year while under the influence of alcohol or illicit drugs. In perspective, that is an annual average of 4.2 million persons, ages 16-20, who reported driving under the influence of alcohol or illicit drugs during the past year.
- Among persons, ages 16-20, whites and American Indians/Alaska Natives were more likely to report DUI than other racial/ethnic groups.
- ♦ In 2002 and 2003, approximately four percent of persons, ages 16-20, who reported DUI in the past year had also been arrested for DUI in the previous year. That percentage equates to about 169,000 youths per year. Of the four percent that reported being arrested for DUI, arrests were higher for males than females (six versus two percent).



DUI victim

All estimates presented in the NSDUH bulletin are annual averages based on combined 2002 and 2003 data. The NSDUH is an annual survey sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). For more on the story, go to SAMHSA's web site: http://oas.samhsa.gov/2k4/youthDUI/youthDUI.htm.



SEFE

Prevention Programs

Pledging Peace

Involving students in creating a peace pledge for their classroom provides educators with a tool to reinforce good behavior. Teachers can discipline their students more effectively with a peace pledge in place. For example, if two students sound like they are about to fight, administrators can remind the students of the "peace pledge" they helped to create which states that they will "treat each other with respect."

The following steps can be used to create a classroom peace pledge:

- Ask students to sit in a circle and discuss how they would like their classmates to behave toward them.
- Guide students through a discussion of the rules they already adhere to in their class. Help them understand how good behavior contributes to peace in the classroom and school.
- Ask students to provide suggestions of specific ways they can help make their classroom and school more peaceful. Write these suggestions on the chalk board.
- From the student suggestions, solicit consensus on three or four peaceful actions that the entire class would like to take.
- List these peaceful actions on the chalk board. Next, invite students to work together to create a statement about the items listed. Tell students that the peace pledge they have created helps solidify their personal commitment to living peacefully.

Peace Pledge

I pledge to treat others the way I would want to be treated.

I pledge not to say mean things.

I pledge not to "play fight."

I pledge not to start fights, but to try to end them.

I pledge to try to prevent people from bullying.

An example of a peace pledge from an elementary school.

 Post the peace pledge in a highly visible location in the classroom to allow students to see it as a frequent reminder to reinforce good behavior.



Student ownership makes peace pledges powerful. Later, to correct a student who is misbehaving, the teacher can ask: "When you helped create the class peace pledge, is that how you said you wanted to behave?" Glancing at the pledge posted on the classroom wall is usually sufficient to correct the situation.

For examples of peace pledges created by older students, E-mail: safeschools@csc.com. For further examples of peace pledges, visit Englewood California School District's web site at: www.edu.pe.ca/englewood/remembrance%20day/grade-five-peace-pledge.htm.



What Has Happened to Civility in Our Schools?



About the Author: Paul Hersey is the Lead Educational Consultant for DynCorp's Safe Schools Program. He worked with Safe Schools Program Director Bob Michela to present the 2003-2004 Safe Schools Training to DoDEA administrators. Mr. Hersey recently completed numerous security assistance visits to U.S. public schools. Although the civility problems he comments on below were observed in public schools, today's public school students often become tomorrow's DoDEA pupils.

During the past three months, I have been involved, as a lead security team member, in day-long visits to more than 70 U.S. public schools. While visiting these secondary and elementary schools, I witnessed some of the worst rudeness and lack of consideration for others that has come my way in my many years of teaching and administering

schools. Profanity and surly attitudes expressed by students; teachers with heads bowed, muttering to themselves about students who do not care about anything or anybody; and frenetic administrators trying to keep the lid on a potentially explosive school, seemed to be the rule, rather than the exception.

And why not? Look at the examples we have provided students and others during the past year. Representatives from both political parties calling other candidates everything from liars to morons! Terrorism displayed on a worldwide television stage provides a shocking view of individuals and groups pledged to hating and killing other people, simply because of their beliefs, race, color, or country of origin. Violent behavior in schools ranges from the disrespect of teachers and other students, to rapes in a hallway, and gang violence under the football stadium bleachers. Outside the school walls, arcade and computer games and internet chatter featuring violence, foul language, and personal disrespect are made available to youth in too many homes and communities. These are all good examples of just how "uncivilized" we have become in today's society.

Webster's Dictionary defines civil as being "cultured or civilized" and "polite or courteous." It provides further clarification by using such expressions as "refraining from rudeness and interrupting," and "consideration of others."

Where are the models of peace and civil behavior in our public schools? Some schools do set a good example with signs throughout the halls and classrooms reminding students that courtesy, consideration of others and friendliness are not just important, but are the rules of the road for everyone associated with the school. Other schools start the day with students reciting a peace pledge and use follow-up demonstrations throughout the day to remind students of the importance of civility.



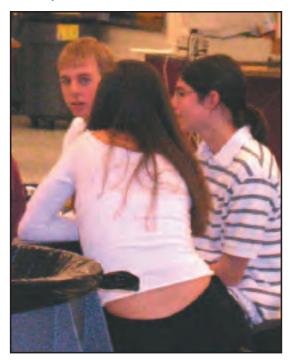


What Has Happened to Civility in Our Schools? (Continued)

Far too many of today's schools, however, demonstrate through the daily actions of their students, school employees and parents, that civil behavior is out and rudeness (or worse) is in. Students swearing at teachers and bullying other students, parents cussing at a teacher or administrator, teachers modeling anger and subjecting students to personal put-downs in the classroom. These incidents, and many others, embarrass us all and continue to send very mixed messages to our students.

I am not suggesting that we return to the "good old" days. I am urging that we start the new year with new days of attention to civility in our schools.

Let's take a realistic look at our schools and the learning environment that we have created for each student. Make civility a top priority in 2005. Implement a new program, plan, movement, or idea that emphasizes courtesy, respect, consideration and cooperation. Reward students who exemplify civility with special recognition.



Many of today's students need to be able to spend some time each day in an environment that teaches individuals to respect and get along with others who have differing views, feelings and attitudes.

Some consider these behaviors "necessary" for today's value education. I call them important values that are mandatory for tomorrow's future leaders. ■

Civility Programs Used in DoDEA Schools

Several programs that contribute to student civility are currently in use in some DoDEA schools. Examples of civility programs at DoDEA schools are listed below.

- Kindness Makes Sense At Kadena Middle School in Okinawa, Japan, school staff distribute "kindness" stickers to students who display exemplary behavior, such as: courtesy, sharing or helping others.
- It's Fun To Be Polite Several schools use this program to teach manners to elementary school students.
- Leadership Training Sixth graders in Keflavik, Iceland spend time in training to discuss the importance
 of treating each individual with respect during their discussion of the roles and responsibilities of
 leaders.
- Mentoring At schools in Aviano, Italy, and Dahlgren, Virginia, students participate in mentoring programs with adult service members. Through their behavior, mentors model civility for students.

Does your school have a successful civility program in place? If so, please send your civility program information to: safeschools@csc.com. ■