



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 30, 1995

Note to : Gaynor McGowan

Subject : Presidential Speech on School Violence

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Attached, for your information are some background material on the issue of school violence. Hopefully, the material can be used in preparing remarks for the President's speech to the NEA. Included in the packet are the following:

- o Summary of Safe Schools Discretionary Grant Program
- o Briefing Paper on Safe and Drug-Free Schools Program
- o Summary of school crime incidents for the 1994-1995 school year.
- o Summary of School Associated Violent Deaths Study 
- o Summary of Youth Risk Behavior Surveillance System (to be released today).

If any additional information is needed please feel free to contact me. I can be reached at 260-1856.

Bill Modzeleski

Prevention
BRANCH CDC

Release this information

Wayne County Regional Educational Service Agency

Ruth Ann Zeigler (313) 467-1380

\$1,602,444

226 schools

119,145 students

\$ 410,724 DFSCA

A comprehensive violence to consolidate and coordinate current efforts and create new initiatives to teach students and adults peaceful solutions to problems which will foster a positive and safe learning climate. Program activities will involve instituting suspension programs, student leadership retreats and summer camps, parent and staff training opportunities in diverse, violence prevention, conflict resolution, gang identification programs with relationships developed with existing community groups for support and advice. Student courts, peer mediation programs, conflict resolution and extra-curricula violence prevention activities will be offered.

Wayne County Regional Educational Service Agency

Ruth Ann Zeigler (313) 467-1380

\$1,602,444

226 schools

119,145 students

\$ (Unable to obtain) DFSCA

A comprehensive violence to consolidate and coordinate current efforts and create new initiatives to teach students and adults peaceful solutions to problems which will foster a positive and safe learning climate. Program activities will involve instituting suspension programs, student leadership retreats and summer camps, parent and staff training opportunities in diverse, violence prevention, conflict resolution, gang identification programs with relationships developed with existing community groups for support and advice. Student courts, peer mediation programs, conflict resolution and extra-curricula violence prevention activities will be offered.

Tulsa County Independent School District #1

Jerry Walter (918) 745-6251

\$885,092

80 schools

43,000 students

\$407,173 DFSCA

A coalition of eight community agencies and the school system this project will develop an in-depth formal needs assessment and effective responses; expand public awareness of safety issues via community forums , videotapes and print media; provide a mandatory alternative Saturday program cycle for first-offense students and their parents; use law enforcement experts in prevention and intervention training; operate site-based advisory committees and safe havens; provide training for 2,500 personnel on gangs, anger management, safety and security; and institute specialized, site-based, multi-agency medical and social services for most-at-risk students and families.

Tucson Unified School District

James J. Moffett (520) 617-2037

\$902,985

165 schools

120,000 students

\$1,269,053 DFSCA

Project proposes the creation and operation of a clearinghouse for violence prevention information, services and programs. It will deliver five prevention programs to the city's schools, students and their parents: Parents as Teachers, Peacebuilders Curriculum, Conflict resolution training for the students and the adults who work with them, peer mediation training for students, and Alternative to suspension/expulsion programs

Sweetwater Union High School District

Loren Tarantino (619) 585-6265

\$584,188

29 schools

8,800 students

\$152,671 DFSCA

Project is intended to coordinate and extend an existing violence and substance abuse preventative efforts through a comprehensive plan to enhance student resiliency and to provide skills to cope with conflict in a non-violent manner. Key elements include the development of violence-prevention curriculum by alternative education students; a transition program for incoming students and peer helpers to continue on-going support; site resource leaders to enlist community agencies as partners and to provide case management for students needing additional support; and a security assistant at each school to monitor campuses and reinforce the conflict resolution program.

Stockton Unified School District

Ivar Kent (209) 953-4037

\$638,023

11 schools

4840 students

\$3563,131 DFSCA

This project will focus on five components:

- o The school - the establishment of a safe climate, anger management and violence prevention curriculum, conflict resolution, peer mediation, support groups, crisis prevention, and intervention training for the staffs, parents and community representatives;**
- o The individual - high-risk students will be identified and taught anger management coping, and violence prevention life-skills;**
- o The family - anger management for parents, parent education, family support systems, networking and community involvement;**
- o The community - agency support networking, community service, community education programs and after school programs; and**
- o Juvenile justice - police officers working at targeted schools to promote school safety, provide drug and gang prevention education, facilitate support groups, mentor at-risk students and support drug/weapon-free zones.**

Starkville School District

Joan Butler (601) 324-4063 (4067)

\$471,919

9 schools

1640 students

\$57,906 DFSCA

A collaborative effort of community entities, this project is multifaceted using a variety of approaches to lessen violence and crime. At-risk students will become involved in youth clubs, mentoring relationships, one-on-one counseling, after school programs and other programs designed to improve self-esteem, self-discipline and instill positive attitudes. Families will be involved in workshops which develop positive parenting skills and will be encouraged to join literacy classes.

Savannah-Chatham County Public Schools

Pat Leslie (912) 651-7520

\$400,911

49 schools

35,635 students

\$231,580 DFSCA

All students, teachers, and other school personnel will be trained in mediation strategies. Parents will be encouraged to become involved with classroom activities through a community outreach campaign. 120 high schools students will receive training to become peer mediators. Secondary schools will receive physical barriers to reduce trespassing.

Santa Ana Unified School District

Peggy Adin (714) 558-5578

\$1,135,578

7 schools

10,000 students

\$221,645 DFSCA

This project will serve students, parents, school staffs and community members. At the elementary level primary students will receive instruction in anti-violence curricula to include Project Yes and the D.A.R.E. program. An officer will provide home visits and individual counseling to families. High-risk intermediate students will participate in alternative education. High school students will participate in community service violence prevention education and community service projects that they design to reduce violence. Parents and community members will be trained in conflict resolution and effective parenting techniques.

SAFE SCHOOLS

Under the Safe Schools Act Competition was held in 1994 to award grants to local educational agencies who demonstrated high rates of violence in their school communities.

\$18,000,000 were awarded to **Nineteen** agencies in **fourteen** different states.

These awards will directly impact on **1,451** schools - average cost of **\$12,405**.

866,920 students will receive direct services at an average cost of **\$20.76 per child**.

Length of the award period is **eighteen months**; most projects will operate February 1, 1994, to July 31, 1996.

Targeted schools for these projects were selected through a needs assessment by the applicants. Schools with greater violence and discipline problems were chosen.

Since these projects are funded with an appropriation from 1994 and since the money has been obligated it is unlikely that they will be affected by the movement to rescind funds.

Of the nineteen awards there are four grantees who represent districts which are a mixture of urban-rural.

Most of the programs will use some degree of law enforcement personnel and security equipment. An exact amount of funding for this is not feasible at this time since the degree of funding to be used depends on surveys which are to be conducted during the life of these awards. Statutory limitations restrict funding for these activities to no more than 5 percent of the total grant award.

Safe Schools Grants for 1995 (84.277A)

Savannah-Chatham County P.S.
208 Bull Street
Savannah GA 31401
Sally Page (912) 651-7018
\$ 400,911

Tucson Unified SD
102 N. Plumer
Tucson AZ 85719
James J. Moffett (602) 798-2037
\$ 902,985

Santa Ana Unified SD
1405 French Street
Santa Ana CA 92701
Edward Lee Vargas (714) 558-5578
\$1,135,578

Starkville School District
401 Greensboro Street
Starkville MS 39759
Joan Butler (601) 324-4063
\$ 471,919

Norfolk Public Schools
800 E. City Hall Ave.
Norfolk VA 23510
Denise K. Schnitzer (804) 441-1516
\$ 508,238

Wayne Cty Reg'l Ed. Serv. Agy.
33500 Van Born Road
Wayne MI 48184-2497
Nancy Nagle (313) 467-1498
Ruth Ann Zeigler (313) 467-1380
\$1,602,444

Houston Independent SD
3830 Richmond Avenue
Houston TX 77027
Dr. Harriet Arvey (713) 892-6670
\$ 903,346

New York CSD#18
75 East 100 Street
New York NY 11236
Heidi Dien Ludwig (718) 927-5258
\$ 845,625

Prince William Cty PS
P.O.Box 389
Manassas VA 22111
Larry Bell (703) 791-7270
Carol Hardman (703) 791-7272
\$ 550,000

Butte Cty Office of Education
1859 Bird Street
Oroville CA 95965
Jerry Allred (916) 538-7249
\$ 446,797

Boston Public Schools
26 Court Street
Boston MA 02108
Charlotte Harris (617) 635-9488
\$1,000,000

Educational Serv. District 123
124 S. 4th Avenue
Pasco WA 99301
Darlene Gutman (509) 547-8441
\$ 418,497

Sweetwater Union HSD
1130 Fifth Avenue
Chula Vista CA 91911
Loren Tarantino (619) 585-6265
\$ 584,188

Oregon (Portland) School District #1
P.O.Box 3107
Portland OR 97208
Maurice J. Caba (503) 331-3220
\$1,196,339

Chicago Public Schools
1819 W. Pershing Road, 4W(n)
Chicago IL 60609
Lula M. Ford (312) 535-8147
\$3,000,000

Stockton Unified SD
1144 E. Channel Street
Stockton CA 95205
Ivar Kent (209) 953-4037
\$ 638,023

Tulsa County ISD #1
3027 South Hew Haven Ave.
Tulsa OK 74147-0208
Joe Birdwell (918) 745-6251
\$ 885,092

San Diego Unified SD
4100 Normal Street
San Diego CA 92103-2682
Roxie Knupp (619) 293-8024
Francine Williams (619) 225-3580
\$1,595,216

St. Louis Public Schools
5183 Raymond Avenue
St. Louis MO 63113
Charles Brown (314) 361-5500, X214
\$ 914,802

Safe Schools Grants for 1995

84.277A

Boston Public Schools
26 Court Street
Boston MA 02108

Butte Cty Office of Ed.
1859 Bird Street
Oroville CA 95965

Chicago Public Schools
1819 W. Pershing Rd., 4W(n)
Chicago IL 60609

Educational Serv. Dist.123
124 S. 4th Avenue
Pasco WA 99301

Houston Independent SD
3830 Richmond Avenue
Houston TX 77027

New York CSD #18
75 East 100 Street
New York NY 11236

Norfolk Public Schools
800 E. City Hall Ave.
Norfolk VA 23510

Portland School District #1
P.O.Box 3107
Portland OR 97208

Prince William County PS
P.O.Box 389
Manassas VA 22111

Santa Ana Unified SD
1405 French Street
Santa Ana CA 92701

Savannah-Chatham Cty P.S.
208 Bull Street
Savannah GA 31401

Starkville School District
401 Greensboro Street
Starkville MS 39759

Stockton Unified SD
1144 E. Channel Street
Stockton CA 95205

Sweetwater Union HSD
1130 Fifth Avenue
Chula Vista CA 91911

Tucson Unified SD
102 N. Plumer
Tucson AZ 85719

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San Diego CA 92103-2682

St. Louis Public Schools
5183 Raymond Avenue
St. Louis MO 63113

Wayne Cty Reg'l Ed. Serv.
Agy.
33500 Van Born Road
Wayne MI 48184-2497

Boston Public Schools

Charlotte Harris (617) 635-9488

\$1,000,000

2 schools

650 students

\$555,163 DFSCA

The grant will provide new school level partnership of law, health and school officials to identify and prevent safety violation incidents, an in-school character development program and four and a half extra hours each day of structured activities that will prevent drug use, violence and disruption in and around the project sites.

Program features:

- o A character development curriculum aimed at producing peace in the community;**
- o A partnership of school, police, court, corrections, and social services personnel that meet weekly to prevent and contain crime and violence;**
- o An automated system for monitoring incidents and feeding information to people who can intervene promptly;**
- o Extensive after school programs that respond exactly to what youth and adults in the community say will answer their safety needs;**
- o Structured way to add adults to the school mix; and**
- o A health center providing on-site health and counselling referral services.**

Butte County Office of Education

Shelton Enochs (916) 538-6749

\$446,797

7 schools

7,000 students

\$50,559 DFSCA

Project goals are to coordinate comprehensive partnerships and services; increase student and staff participation; increase parent and community groups involvement; and increase integration of health and human services in school safety. Activities include conflict resolution, peer courts, counseling, mentoring cultural unity events and training.

Chicago Public Schools

Leon Hendricks (312) 535-7440

\$3,000,000

553 schools

307,000 students

\$3,523,000 DFSCA

CPS has initiated a collaboration of schools, parents, other community members, including health and social service providers to develop a safe schools project. A five-component project to build capacity in CPS to prevent violence through: **security-assurance support teams** to assist schools in formulating and implementing safe school plans; **crisis intervention development teams** to assist schools in preparing plans to help members of the school community in coping with violence; **education and training support teams** to provide violence-prevention strategies to schools; **small grants for local initiative** to encourage the development of innovative approaches to preventing violence; and **dissemination network** to relay information .

Educational Service District 123

Kelly Smart (509) 547-8441

\$418,497

22 schools

4800 students

\$150,000 DFSCA

Project will establish the facilities to provide information to communities and schools and assist teams in implementing violence prevention programs; to create recreational, learning, and guidance centers in schools; to provide training, materials, and support for elementary staffs to begin a curriculum of violence prevention at grades K-5; to train facilitators for a "ropes course"; to enable peer mediation and conflict resolution skills to be developed by students in grades 4-12.

Houston Independent School District

Dr. Harriet Arvey (713) 892-6670

\$903,346

17 schools

15,000 students

\$216,700 DFSCA

This project is a collaboration of the Houston Independent School District, the University of Texas and the Houston Police Department. Activities are designed to accomplish the collection of data for use in the design and implementation of a safety and security plan for the district. make target schools safer by instituting measures to reduce violence and discipline problems at school sites, provide children with violence prevention activities to improve skills in coping with the consequences of community violence, and provide parents and other adults with the training to help them improve their capacity to respond to children's need for a safe, secure and disciplined environment.

New York Community School District #18

Heidi Dien Ludwig (718) 927-5258

\$845,625

5 schools

2500 students

\$1,781,890 DFSCA

District's will implement a comprehensive community-wide violence program that brings together special prevention teams consisting of teacher-facilitators, Substance abuse prevention/intervention specialists, family workers, parents, university staff members and two community based organizations to reduce violence and improve school safety at the district's five middle schools. Teachers will receive aggression replacement training, training designed to change teacher behaviors that contribute to student discouragement, and peer coaching to support successful classroom implementation a new violence prevention strategies. Parents will be provided with home visits which are intended to help them reduce potential for violence at home, health workshops, job training, counseling to reduce family risk factors. Students will be afforded opportunities to learn alternatives to violence, conflict mediation, and build resiliency skills.

Norfolk Public Schools

Barry Hylton (804) 441-2811

\$508,238

63 schools

53,500 students

\$ 611,076 DFSCA

This program is to develop a community/school partnership to reduce juvenile arrests, court referrals, and school expulsions. The project will conduct school safety and violence surveys and suggest ways to improve problem areas. A system for tracking and monitoring data which will assist teams in analyzing data and offering solutions to problems. Staff members and students will receive training in strategies to deal with disruptive and abusive situations. Through meetings, press releases, flyers, brochures and video presentations parents and other community members will be given opportunities to learn how to make schools and the community safer.

Portland School District #1

Maurice J. Caba (503) 331-3220

\$1,196,339

113 schools

56,600 students

\$916,637 DFSCA

A community coalition designed to reduce the incidence of violence, and crime in the schools. Project components will include conflict resolution training, peer mediation programs, curriculum development on the dangers of guns and other weapons and how to deal with anger non-violently, education for students and parents/community members about the dangers of weapons and how to safeguard schools and homes, special programs for suspended students for violence related behaviors, after school recreation programs, a public education campaign.

Prince William County Public Schools

Larry Bell (703) 791-7270

\$550,000

11 schools

810 students

\$ 146,462 DFSCA

This is to be a replication of a model school violence prevention and intervention program which demonstrated a 60% decrease in one school year disruptive student behavior that ultimately leads to violent behavior. It helps students develop a sense of individual responsibility and respect for the rights of others. Operating on the premise that violence is a learned behavior, a multi-faceted, pro-active approach the program will lead to safer school and community environments.

San Diego Unified School District

Roxie Knupp (619) 293-8024

\$1,595,216

77 schools

66,000 students

\$763,000 DFSCA

A collaborative effort involving four departments of the educational community, parents businesses and community based agencies aimed at reducing violence and drug use to maintain a safe, disciplined environment conducive to learning for pre-kindergarten through grade twelve. This project will enable district level and site staff to develop and implement safety awareness standards for crime prevention, greater crime intervention techniques, and enforcement strategies to improve safety levels for district students. Parent patrolled safe corridors, grade level programs, alternative education, parent-community coalitions, before and after school programs and evaluation of the efficacy of each programs are the characteristics of this project.

St. Louis Public Schools

Charles Brown (314) 361-5500, X214

\$914,802

16 schools

10,000 students

\$622,359 DFSCA

A collaboration between the schools and police this project will use a school/home/community approach to violence prevention. Project activities will include training school staff members to become trainers of trainers, students will be trained as conflict managers, student mediation panels will be established, parents and community members will receive training in conflict management, and four "neighborhood safety nets" will be established in four high crime areas so that community members can work collectively to provide students with safe environments at school, at home and in their neighborhoods,

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

OVERVIEW OF THE SAFE AND DRUG-FREE SCHOOLS PROGRAM:	TAB 1
OVERVIEW OF ALCOHOL AND DRUG USE AMONG STUDENTS:	TAB 2
OVERVIEW OF VIOLENCE IN SCHOOLS:	TAB 3
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--SUMMARY OF WHAT WE KNOW	
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Safe and Drug-Free Schools and Communities

Title IV of Improving America's Schools Act of 1994, the Safe and Drug-Free Schools and Communities Act replaces the previously authorized Drug-Free Schools and Communities Act. It authorizes ED to continue the support of school- and community-based drug education and prevention programming, and expands the scope of the program to authorize activities designed to prevent youth violence. The program will provide funds to governors, state and local educational agencies, institutions of higher education, and non-profit entities for a broad range of drug and violence prevention programming. SEAs and LEAs are provided a considerable amount of discretion in how the types of program and activities they can engage in. Program development is based upon their assessment of the problem and the resources available to address the problem.

What's New

The Safe and Drug-Free Schools and Communities Act (SDFSCA) contains the following important new elements:

Adds violence prevention as a key element of the programs. The SDFSCA creates a comprehensive federal effort in support of National Education Goal Seven by expanding authorized program activities to include violence prevention. The bill responds to the crisis of violence in our schools by authorizing activities designed to combat and prevent serious school crime, violence, and discipline problems. Local educational agencies (LEAs) will have the flexibility to design their own programs, which could include comprehensive school safety strategies, coordination with community agencies, implementation of violence prevention activities, such as conflict resolution and peer mediation, and the installation of metal detectors and hiring of security guards (subject to a 20% cap).

Targets resources to where they are most needed. States will receive 50% of their funds based on the Title I formula; the other 50% will be based on their school-age population. For the first time, States will determine criteria for selecting high-need LEAs and target funds to those districts. The greater of five LEAs or 10% of LEAs in the States could be designated as high-need, and States will distribute 30% of their LEA funding to those LEAs with the greatest needs. The remaining 70% will be distributed to LEAs based on enrollment.

Increases accountability. States and LEAs will be required to assess needs and measure program outcomes and to use this information to formulate policies and program initiatives. They also will be required to report publicly on progress toward meeting their stated goals and objectives. A new national evaluation system will be established to assess the impact of the

Safe and Drug-Free Schools and Communities Act on youth, schools, and communities.

Links schools and communities. States, including the governors and State educational agencies, and LEAs will continue to be required to show how they plan to use funds to support comprehensive drug prevention programs; in addition, they will also be required to show how funds will be used to implement violence prevention programs. To encourage community-wide strategies, LEAs will be required to develop their drug and violence prevention plans in cooperation with local government, businesses, parents, medical and law enforcement professionals, and community-based organizations.

Broadens the range of authorized prevention activities. LEAs will be authorized to implement a broader range of prevention activities. Newly authorized activities include mentoring, comprehensive health education, community service and service learning projects, conflict resolution, peer mediation, character education, acquisition of metal detectors, and hiring of security personnel.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

To: Ignace Mc Corn

From: Bill Madgeleski

Call if you need anything else

Bill

CALIFORNIA FUNDING UNDER DRUG-FREE SCHOOLS AND COMMUNITIES**DISCRETIONARY PROGRAMS:**

FEDERAL ACTIVITIES: To provide assistance to eligible applicants to support drug and alcohol abuse education and prevention activities.

- o Callexico Unified SD: \$148,415
Callexico

Entitled HOPE, this project is one of intervention and prevention for tobacco and alcohol targeted to at-risk, incoming 7th, 8th and 9th grade students and their parents. Project entails counseling, building self-esteem, and extra curricular activities.

- o Fountain Valley SD: \$221,867
Fountain Valley

An alcohol and tobacco prevention program integrated into the classroom curriculum for grades 1-5. Decision making, stress reduction, mood maintenance and communication skills will be addressed. Cross-age tutoring, community involvement and parenting for prevention are other facets of this program.

- o Fullerton Joint Union HS: \$244,412
Fullerton

Project will expand and enhance an existing program, but is specifically designed to intervene and prevent the use of alcohol and tobacco by high risk youth in the district's 9-12th grades.

- o North Coastal Consortium/Spcl Ed.: \$194,526
Oceanside

A demonstration of an effective intervention and prevention program designed to reduce alcohol and tobacco use which will target high-risk disabled youth, ages 9-13, who have moderate to severe learning and/or emotional disabilities.

SCHOOL PERSONNEL TRAINING PROGRAMS: to provide assistance to eligible entities to establish, or enhance activities for the training of elementary and secondary school teachers, administrators, and other school personnel concerning drug and alcohol abuse educational and prevention.

- o Berkeley Unified School District: \$385,784
Berkeley

The purpose of this project is to further develop and demonstrate the use of a primary prevention model to deter high-risk students from using alcohol and other drugs. The model will provide services to high-risk students, their families, and the school sites. The project provides school-based counseling/mentoring, DARE, and after-school recreational/socialization program for 340 students in grades 6-8, as well as providing a variety of support services to 140 parents and families in three target schools.

COUNSELOR TRAINING GRANTS: assistance to establish, expand, or enhance programs and activities for the training of counselor, social workers, psychologists, or nurses who are providing or will provide the drug abuse prevention, counseling, or referral services in elementary or secondary schools.

- o Napa County Office of Education: \$118,457

Project S.M.A.R.T. (counseling Skill Mastery Addressed through Reality Based Training) is an innovative collaboration of the Napa County Office of Education, the Western Regional Center for Drug-Free Schools and Communities, State Department of Education Healthy Kids Healthy California Unit, California Youth Authority, and 38 rural counties in Northern and Central California to train counselors, social workers, psychologists, and nurses working with very high-risk youth in continuation, count, community and CYA camp schools in implementing effective counseling and referral plans while avoiding the staff burn-out syndrome that currently plagues these programs. SMART will develop curriculum, conduct training, and provide follow-up for 160 rural counseling staff members who will then share the training with 800 of their colleagues.

- o Irvine Unified School District: \$123,359

The purpose of this program is to enhance and expand current alcohol and other drug services and counseling services through the establishment. To equip district psychologists, counselors, nurses and a social worker to provide vital AOD prevention and intervention services for children from dysfunctional families.

- o Friends of South Bay Juvenile Diversion Project: \$100,527

The purpose of this project is to train 100 school counselors, psychologists and nurses in a six-district consortium in the South Bay area of Los Angeles County. Using a skill-based approach to training, the project will utilize low-cost and free trainers and materials to implement a variety of intensive training that will meet the needs identified through a pre-application needs assessment.

- o Sacramento County Office of Education: \$155,000

The purpose of this project is to enhance and expand the skills of 100 participants from a 10-county region serving 314,000 students. Participants will be trained student assistance models, resiliency, and other AOD programs.

SAFE SCHOOLS PROGRAM: To help LEAs achieve goal six of the National Education Goals, which provide that, by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

- o Butte County Office of Education: \$446,797
Oroville

Project goals are to coordinate comprehensive partnerships and services; increase student and staff participation; increase parent and community groups involvement; and increase integration of health and human services in school safety. Activities include conflict resolution, peer courts, counseling, mentoring cultural unity events and training.

- o San Diego Unified School District: \$1,595,216
San Diego

A collaborative effort involving four departments of the educational community, parents businesses and community based agencies aimed at reducing violence and drug use to maintain a safe, disciplined environment conducive to learning for pre-kindergarten through grade twelve. This project will enable district level and site staff to develop and implement safety awareness standards for crime prevention, greater crime intervention techniques, and enforcement strategies to improve safety levels for district students. Parent patrolled safe corridors, grade level programs, alternative education, parent-community coalitions, before and after school programs and evaluation of the efficacy of each program are the characteristics of this project.

- o Santa Ana Unified School District: \$1,135,578
Santa Ana

This project will serve students, parents, school staffs and community members. At the elementary level primary students will receive instruction in anti-violence curricula to include Project Yes and the D.A.R.E. program. An officer will provide home visits and individual counseling to families. High-risk intermediate students will participate in alternative education. High school students will participate in community service violence prevention education and community service projects that they design to reduce violence. Parents and community members will be trained in conflict resolution and effective parenting techniques

- o Stockton Unified School District: \$638,023
Stockton

This project will focus on five components:

- o The school - the establishment of a safe climate, anger management and violence prevention curriculum, conflict resolution, peer mediation, support groups, crisis prevention, and intervention training for the staffs, parents and community representatives;
 - o The individual - high-risk students will be identified and taught anger management coping, and violence prevention life-skills;
 - o The family - anger management for parents, parent education, family support systems, networking and community involvement;
 - o The community - agency support networking, community service, community education programs and after school programs; and
 - o Juvenile justice - police officers working at targeted schools to promote school safety, provide drug and gang prevention education, facilitate support groups, mentor at-risk students and support drug/weapon-free zones.
- o Sweetwater Union High School District: \$584,188
Chula Vista

Project is intended to coordinate and extend an existing violence and substance abuse preventative efforts through a comprehensive plan to enhance student resiliency and to provide skills to cope with conflict in a non-violent manner. Key elements include the development of violence-prevention curriculum by alternative education students; a transition program for incoming students and peer helpers to continue on-going support; site resource leaders to enlist community agencies as partners and to provide case management for students needing additional support; and a security assistant at each school to monitor campuses and reinforce the conflict resolution program.

IRVINEAMOUNT OF IRVINE DFSC FUNDS:

The total Drug-Free Schools and Communities entitlement for all school districts serving Irvine is \$81,951.

COLLEGES/UNIVERSITIES FIPSE GRANTEES: NoneDISCRETIONARY GRANT AWARDS:

- o A Counselor Training grant was awarded to Irvine Unified School District for a project called **Comprehensive Prevention, Counseling and Referral Training: Building Skills to meet New Challenges**. This project, whose starting date was September 1, 1994, provides \$105,128 for a 5-Component, Comprehensive 26 Hour Professional Development Training Program to equip 19 Psychologists, 21 Counselors, 6 Nurses and 1 Social Worker to enhance & expand current alcohol & other drug (AOD) services and counseling services.
- o A Comprehensive School Health Education grant was awarded to Irvine Unified School District for a project called **Working Together: Innovative Solutions for School Health Services**. This project, whose starting date was July 11, 1994, provides \$125,104 for 1028 teachers, 75 administrators, and 90 Wellness Team Members to help address critical health issues in the classroom and in the schools.

DISTRICT ACTIVITIES OPERATING WITH FUNDS FROM DFSC:

- o Intervention and referral services for students and their families
- o In-service and professional development opportunities in the areas of drug, alcohol and tobacco prevention education
- o Collaboration with other community agencies to ensure schools are part of a community-wide prevention effort

MODEL SCHOOL:

Sierra Vista Middle School, whose principal is Jean Mylen (714-838-5440), has been recognized as having an exemplary prevention program. This program provides intensive prevention and early intervention services for youth at high risk of using alcohol, tobacco and other drugs. The program focuses on reducing risk and increasing resiliency across environmental levels by proactively involving students in individual and small group counseling to increase social and coping skills, tutoring, peer

assistance and community service.

DRUG-FREE SCHOOL RECOGNITION PROGRAM: None

SAN DIEGO

AMOUNT OF SAN DIEGO DFSC FUNDS:

The total Drug-Free Schools and Communities entitlement for all districts serving San Diego is \$765,181.

DISCRETIONARY GRANT AWARDS:

A safe school grant has been awarded to San Diego Unified School District for the **School Community Safety Network**, which will, starting on February 1, 1995, provide \$1,595,216 for the establishment of parent and community networks for the purpose of ensuring the safety of students before, during their passage to, and after school.

A school personnel training grant has been awarded to the San Diego Unified School District for the **Expansion/Enhancement of School Personnel**. The project started on October 1, 1993, and will altogether provide \$210,635 for expansion of in-depth training in substance abuse and other high-risk issues for elementary school personnel and community volunteers. As such, district elementary and secondary school staffs will be better prepared to intervene for and to support students with alcohol and other drug problems or other high-risk behaviors.

COLLEGES/UNIVERSITIES FIPSE GRANTEES:

- o California State University-San Diego
Fiscal Year: 1993
Project Director: Bruce Gross
- o California State University-San Diego
Fiscal Year: 1994
Project Director: Jaime Nunez
- o California State University-San Diego
Fiscal Year: 1993
Project Director: Louise Stanger
Total Award: \$34,797.00
- o California State University-San Diego
Fiscal Year: 1994
Project Director: Louise Stanger
Total Award: \$218,120.00

DISTRICT ACTIVITIES OPERATING WITH FUNDS FROM DFSC:

- o Workshops to instruct sixty-three district teachers and one private teacher in the Learning To Be A Healthy Kid curriculum.

- o Red Ribbon Week
- o Workshops for secondary teachers to demonstrate the techniques for teaching the Three-day Refusal Skills curriculum
- o Distribution of commercially prepared drug and alcohol booklets every student in the district
- o Training of six hundred staff in the Student Assistance Program
- o Training of five hundred secondary students as Peer Educators
- o Parent education classes

MODEL SCHOOLS:

Loma Portal Elementary
(619) 223-1683
Jill Brogan, Principal

- o Staff development
- o Curricular activities
- o Health aid from the nurse's office
- o Parent involvement
- o Parents training
- o Health education kit
- o Crisis counseling

Kroc Middle School
Dr. Barbara Coats, Principal

Patrick Henry High School
(619) 286-7700
Mary Castleberry

DRUG-FREE SCHOOL RECOGNITION PROGRAM: None

Effects of SDFSCA Rescissions

CALIFORNIA

State Level:

"The Safe and Drug-Free Schools and Communities Act provides the only funding available to support comprehensive, all-inclusive, community-wide drug and violence prevention programs for California schools and communities.

During the years when DFSCA funding was highest, drug use was lowest, and vice versa. This is supported by the Attorney General's Biennial statewide Survey of Drug and Alcohol Use Among Students in Grades 7, 9, and 11.

Knowing that California's allocation of DFSCA funding was reduced from \$42,422,077 for FY93 to \$31,313,346 for FY94 explains the following findings from the Fifth Attorney General's Biennial Survey (for information, call Paula Higashi at (916) 322-2796):

- The six-months' prevalence rate for the use of marijuana, any illicit drug use, and polydrug use, which had steadily declined between 1985 and 1991, increased by the largest change every recorded by the survey.
- A fifth of 9th graders and almost a third (30%) of 11th graders reported being high on drugs or alcohol in school, a 5 point increase for both since the last survey.
- The proportion of students at each grade level who reported ever getting high on an illicit drug increased markedly, to 11% of 7th graders 30% of ninth graders, and 40% of 11th graders.
- Marijuana use once a week or more often rose for the first time approaching the rates for weekly beer drinking: 10% of 9th graders and 15% of 11th graders.
- Both inhalant use and LSD use are on the rise with the decline in prevention funding."

District Level:

Irvine: FY94 - \$81,951

Discretionary grant awards:

- A Counselor Training grant was awarded to Irvine Unified School District for a project called **Comprehensive Prevention, Counseling and Referral Training: Building Skills to meet New Challenges**. This project, which began on September 1, 1994, provides \$105,128 for a 5-Component, Comprehensive 26 Hour Professional Development Training Program to equip 19 Psychologists, 21 Counselors, 6 Nurses and 1 Social Worker to enhance & expand current alcohol & other drug (AOD) services and counseling services.

- A Comprehensive School Health Education grant was awarded to Irvine Unified School District for a project called **Working Together: Innovative Solutions for School Health Services**. This project, which began on July 11, 1994, provides \$125,104 for 1028 teachers, 75 administrators, and 90 Wellness Team Members to help address critical health issues in the classroom and in the schools.

Programs/Activities Operating with Funds from DFSCA:

- Intervention and referral services for students and their families;
- In-service and professional development opportunities in the areas of drug, alcohol and tobacco prevention education;
- Collaboration with other community agencies to ensure schools are part of a community-wide prevention effort.

Los Angeles Unified School District: Currently receive approximately \$2.4 million. All schools, all grades receive program.

- Elimination of 10 social workers;
- Reduction in 3 teacher-adviser positions;
- Reduction in inservice-training;
- Reduction in Alternative Programs, school/community collaboration;
- Elimination of 3 IMPACT teacher-advisers;
- Reduction in allocation of auxiliary periods and replacement hours for a majority of secondary schools;
- District's anti-drug infrastructure and program support, established with the 1987 Act, would be devastated;
- During FY 93-94 school year, approximately 42,410 students were referred through a DFSCA-funded framework;
- Gang diversion through Victory Outreach weekly meetings; helped bring about a gang truce in the San Fernando Valley (from 50 deaths to 4 in the past year-and-a-half).

Contact: Ruth Rich, Director DFSCA Programs, 213-625-6411

Charles Maclay Middle School
Los Angeles Unified School District
12540 Pierce Street
Pacoima, CA 91331
(818) 899-7492

Dick Roberts, School Improvement/Healthy Start/Impact Coordinator:
"Impact is the . . . program in LAUSD schools where students meet in small groups once a week to discuss such critical problems in their lives as violence and gangs, drugs and alcohol, and teen pregnancy. . . . Pacoima has long been the most economically depressed area in the San Fernando Valley . . . over 80% of our children are involved in the federal free lunch program. . . . Through the Impact program students get to discuss with teachers and other responsible adults the difficult problems in their lives. They come to understand that their own safety is critical to education.

One of our Impact programs is a gang diversion program called Victory Outreach. Victory Outreach is the organization that is most responsible for bringing about a gang truce in the San Fernando Valley. In the last year-and-a-half there have been four deaths due to gang killings. The year before that there were over fifty. It is of the highest value to have our students be able to have these weekly meetings with Victory Outreach.

. . . Presently we have 13 Impact groups on campus involving over 140 students. Students value these meetings. More students want to join groups, and we are in the process of adding new groups. Within an otherwise threatening and dangerous community, Maclay Middle School has become a place that is a safe haven for its students. The Impact program is a significant part of our commitment. To cut this program back would be a slap in the face at a time when we are trying to take care of them and educate them.

I would be glad to answer any questions about the Impact program at Maclay."

Mendocino County

Contact: **Lilian Hoika** -- (707) 463-4838

[The proposed rescission would]

- Eliminate early intervention services for small school districts that do not have counselors;
- Eliminate the only access most students have to an adult capable of linking them with the health and prevention services they desperately need;
- Eliminate the Mendocino Youth Project that provides individual and family counseling for youth identified as having alcohol and drug problems or who are the children of alcoholic

- parents;
- Eliminate the county-wide challenge ropes course, an alternative activity that promotes self-empowerment and team building, for middle and high school students;
 - Eliminate the ability of small school districts to leverage additional resources from the community to support prevention projects that enhance the school's federally funded program. For example, **Leggett School District** uses its \$678 entitlement to leverage other funds from community-based organizations to:
 - Build a county-wide ropes challenge course,
 - Form a school/community prevention partnership,
 - Create a County Youth Leadership Center.

Orange County: Established in 1987, the Student Assistance and Family Empowerment (SAFE) Program served 8,054 middle school and 5,815 high school students in Orange County during the 1993-94 school year. SAFE forms teams of adults to work with high-risk youth and their parents and to help create partnerships with stakeholders in the community.

Sacramento: FY94 - \$590,934

Discretionary grant awards:

- A Federal Activities Grant was awarded to the Sacramento County Office of Education for the Capital Region Counselor Training Institute, which, after starting in October 1994, has been providing a 5-day intensive summer institute training program for counselors, social workers, psychologists and nurses. The Institute will enhance and expand the skills of 100 participants from a 10-county region serving 314,000 students. Participants will return to local districts to implement programs/strategies and train others.

Programs/Activities Operating with Funds from DFSCA:

- Curriculum: Each district has adopted age-appropriate curriculum for K-12 students;
- Inservice: for on-going updates and training of new teachers;
- Intervention: counseling, referral services for students and their families;
- Parent Involvement: parent education, workshops, overall program input;
- Community Involvement: includes law enforcement and others, overall program input;
- Policy/Planning: especially for safe schools and violence prevention, collaboration with community agencies and individuals.

- Delivery of all staff inservice related to substance abuse prevention;
- Support group for students affected by family member's abuse of alcohol and other drugs;
- Peer resource programs at 16 middle schools;
- Positive alternative programs, e.g. ropes courses, wilderness

TOTAL P.13

[135] From: Mailer-Daemon@inet.ed.gov (Mail Delivery Subsystem) at INTERNET 4/5/95 12:30PM (27404 bytes: 26 ln, 2 fl)
To: Bill Modzeleski at WDCJ01
Subject: Returned mail: Host unknown (Name server: al.eop.gov: host
----- Message Contents -----

Text item 1:

The original message was received at Wed, 5 Apr 1995 12:28:23 -0400
from smtpgw.ed.gov [192.239.34.7]

----- The following addresses had delivery problems -----
<mccown_g@al.eop.gov> (unrecoverable error)

----- Transcript of session follows -----
501 <mccown_g@al.eop.gov>... 550 Host unknown (Name server: al.eop.gov: host
not found)

----- Original message follows -----
Return-Path: <Bill_Modzeleski@ed.gov>
Received: from cc:Mail by ed.gov
id AA797108782; Wed, 05 Apr 95 11:47:19 EST
Date: Wed, 05 Apr 95 11:47:19 EST
From: "Bill Modzeleski" <Bill_Modzeleski@ed.gov>
Encoding: 3 Text, 583 uuencode
Message-Id: <9503057971.AA797108782@ed.gov>
To: mccown_g@al.eop.gov
Subject: INFORMATION FOR NEA SPEECH

SEE ATTACHED DOCUMENT, CALL ME IF YOU HAVE ANY QUESTIONS.
THERE ARE A SAMPLE OF SEVERAL OF THE STATES THAT WE WORKED
UP LAST NIGHT.

To: *Saymon McCown*
Modzeleski
Mr

File item 2: STATE.1

File item 3: rfc822.txt

ADMINISTRATION ACTIVITIES

RELATED TO DEVELOPING:

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

Over the course of the last 26 months the Administration has engaged in a considerable amount of activities related to ensuring that all youth go to schools that are safe, disciplined, and drug-free. While a majority of these activities are carried out by the Department of Education, other agencies have also been involved. The departments of Justice, Health and Human Services, Housing and Urban Development, the Office of National Drug Control Policy, and the (Ameri-Corps), have focused resources, conducted research and surveys, and engaged in programs in this important area. A summary of the Administration's activities in this area:

o Safe and Drug-Free Schools Program: As part of the Improving America's Schools Act, the Administration developed the Safe and Drug-Free Schools and Communities Act (SDFSCA). The SDFSCA which was signed into law by President Clinton in October 1994, will provide funds to Governors, State Education Agencies and local education agencies for alcohol, drug, and violence prevention programs. The Safe and Drug-Free Schools Program reaches approximately 94% of all school districts in the country, it is the only program specifically designed to provide funds to schools to ensure they are "safe, disciplined, and drug-free." In Fiscal Year 1995 a total of \$482 million was appropriated for the SDFSCA. President Clinton requested an increase to \$500 million for Fiscal Year 1996.

o Family and Community Endeavor Schools Program (FACES) and the Community Schools Program: The Administration fostered the development of two programs that are part of the Violent Crime Reduction Act: the Family and Community Schools Program and the Community Schools Program. Both of these programs will provide resources to schools and coalitions of community groups (\$36 million in fiscal year 1995) to keep schools open after normal school hours. These two programs will permit schools to become community resources and provide places for youth to go, and positive activities to engage in when they are not in school.

o Safe Schools Act: The Administration developed and worked with Congress to pass the Safe Schools Act. The Safe Schools Act was passed as an interim measure to assist schools in the development of violence prevention programs. The Department of Education recently made grant awards totalling \$18 million to 19 schools. These schools are

located in 14 states, and represent urban, suburban, and rural school districts.

o Washington D.C. Safe Schools Model: As part of the Safe Schools Act the Department of Education has entered into a cooperative agreement with the District of Columbia Public Schools for the development of a model safe schools program. The program which is targeted toward reducing school violence in seven schools located in the Marshall Heights area involves parents, school officials, community groups, law enforcement and youth. A range of programs from conflict resolution to after school programs are planned as part of this comprehensive effort.

o Gun Free Schools Act: As part of the Improving America's Schools Act, legislation (the Gun Free Schools Act) was passed to demonstrate that carrying guns to school would not be tolerated. The legislation calls for States to pass state laws requiring the expulsion for not less than a year, of all students caught bringing guns to school. The President recognizing the seriousness of the issue sent a special memoranda to the Secretary of Education urging him to take action against those States that fail to comply with the law.

o Early Childhood Education Training: This program which is administered by the Department of Education authorizes grants to be made to institutions of higher education (\$15million was appropriated in fiscal year 1995) to enable them to establish innovative programs to recruit and train students for careers in counseling for young children (0-6) that have been affected by violence. To-date x programs have received support under this program.

o School-Associated Violent Death Study: For the past year the Departments of Education and Health and Human Services (Centers for Disease Control and Prevention) have been studying the issue of school-associated deaths. The study which is an outgrowth of a recognition of the fact that the nature of school crime has changed considerably over the course of the past several years has examined all cases of violent death either in school, at school-related functions, or on the way to and from school. Initial study results indicate that over the past two school years there have been in excess of 100 violent school-associated deaths.

o Violence Prevention Conferences: The Department of Education joined with the departments of Justice, Health and Human Services, Housing and Urban Development, the Department of Labor, and the Office of National Drug Control Policy to sponsor a conference on youth violence prevention. The conference focused on effective violence prevention

models and strategies and on demonstrating that effective programming is contingent upon the development of a comprehensive collaborative approach (all elements of the community working together). This was the second youth violence prevention conference sponsored by these agencies.

Other activities the Administration is engaged in to ensure our schools are safe, disciplined, and drug-free are:

o Survey on School Victimization: As part of the National Victimization Survey, the Department of Education and Justice are in the process of analyzing data to ascertain the extent and nature of school crime.

o Guide to the Selection of a Conflict Resolution Guide: The Departments of Education and Justice are in the process of developing a guide to assist school administrators and other community groups to select and operate an effective conflict resolution program.

o Safe and Drug-Free Schools Recognition Program: The Department of Education annually identifies schools that have developed and operate effective violence, drug, and alcohol prevention programs. In 1994 the Department of Education recognized 70 schools. These schools are located in 30 States and the District of Columbia.

o PAVNET (Partnership Against Violence Network): The Department of Justice in conjunction with the Department of Education, Health and Human Services, and x other Federal agencies, has developed an automated system to provide local communities and schools with information on effective violence prevention strategies and programs.

o National School Safety Center: The Departments of Education and Justice support the National School Safety Center (NSSC). The NSSC is the only private non-profit organization in the country designed to provide schools with information, training, and technical assistance on issues related to school violence.

o Project SMART: Project SMART (School Management and Resource Teams) is supported by the Department of Education and the Department of Justice. The project is designed to help schools collect and analyze data on incidents of school crime, drug use, and disciplinary infractions. The Project is operating in various schools in Virginia, California, Maryland, Illinois, Wisconsin.

o Ameri-Corps: The Department of Education has joined with the Department of Justice in the development and submission of an application to Ameri-Corps to obtain funds for volunteers to work in five Safe Haven programs. The

volunteers will perform activities related to conflict resolution, peer mediation, and community-team policing.

OVERVIEW OF STATISTICS

RELATED TO SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

While most schools remain safe and drug-free, schools all across the country, in urban areas, suburban areas, and rural areas, are experiencing an increase in threats and injuries to students, in theft and vandalism of student property, in weapons confiscated, and in alcohol and drug use. Data collected by various Federal agencies paint a rather bleak picture of what occurs in some schools. They show:

STUDENTS INJURED AND SEXUALLY ASSAULTED.

o Nearly 3 million thefts and violent crime occur on or near school campuses every year. This equates to almost 16,000 incidents per school day, or one every six seconds. 1.9m of these incidents are considered violent crimes, and they include rape, robbery, assault, and murder. [Department of Justice, Bureau of Justice Statistics, 1991]

WEAPONS IN SCHOOLS

More than one in ten students (12%) carried a weapon on school property in a 30 day period and one out of 14 students (7%) were threatened or injured with a weapon on school property in a 12 month period (Youth Risk Behavior Surveillance System, March 1995),

GUNS

o 59% of the students surveyed nationwide said guns are easily obtainable, while 35% said it would take them less than 60 minutes to get one. More than one in five (22%) of the students claimed that they carried a weapon to school during the last school year, with 4% saying that the weapon was a handgun. (Poll conducted by the Louis Harris Corporation, sponsored by the Joyce Foundation in Chicago and prepared for the Harvard School of Public Health, July 1993)

FIGHTS

o Nearly 8% of all students in grades 9-12 reported that during the 30 days preceding the survey they had been in at least one physical fight that resulted in an injury requiring treatment by a doctor or nurse (the extent to which physical fights occurred on school premises was not determined). [Center for Disease Control and Prevention,, Youth Risk Behavior Surveillance System,

their district had an increase in school violence (Study conducted by Xavier University for the National School Boards Association, 1992).

o 60% of teachers think the federal government should consider putting more police officers on the streets in high-crime areas where schools are located and 54% of teachers think the government should hire more security personnel at violence-ridden schools (Thom Metropolitan Life Survey of the American Teacher, Lou Harris 1993)

o Most teachers feel safe in their schools during the day. Teachers in cities are more likely than teachers in other areas to feel unsafe in their buildings after school hours. 1% of all teachers feel unsafe in school during school hours, and 8% feel

unsafe after school hours. [National Center for Educational
Statistics, 1991]

Illinois:

**Rich South High School
Richton, Park Illinois**

Rich South High School has had an alcohol and drug policy since the school opened in 1972. The school uses the Horizon, a four-year guidance service program that was recognized by the State of Illinois as an Outstanding Guidance Program. The school also has a Vision 2000 School Improvement Plan Committee, which is headed by the principal and consist of teacheres, parens, and students. Over the course of the past several years the school has instituted a host of programs to combat alcohol and drug use and violence. The programs consist of a student intervention team; Opertaion Snowball I; Rich Alternatives "I Can" Program; the Prevention Newsletter; Operation Snowball II; Freshman Convocation; Vision2000 Crisis Plan and Security program; Peer Mediation Program; and the In-House Reassignment program. In 1993, the rate of alcohol consumption for the senior class fell from 62.5 percent to 39 percent.

Indiana:

**Arlington High School
Indianapolis, Indiana**

In response to the increase in crime in both the surrounding community and school, Arlingotn High School banded together with area businesses, corportations, churches, hospitals, and colleges. They formed a partership and created innovative programming such as Security Dads, the Listening Post, the A-Men, Parent Brothers and Sisters for Peace, Knights of the Round Table, mentoring programs, peer counselors, conflict management groups, conflict management groups, and Snowball retreats. The school itself offers students a range of programs in the area of drug and violence prevention. It provides a range of support groups for students including, Children of Alcoholics, Operation Pass, Hospital Returnees for Stress, and Target 101. Some of the other programs, clubs and activities offered at the school include Peer Counselors, Success Without Drugs, Project Mister, Special Education Self Esteem Group, Celebrate Success, Boys to Men, Red Ribbon Month, Project Set, OPTS Program, and Educators of tomorrow. These programs have had success in dereasing fighting, assault and battery, alcohol and drug incidents, and weapons possession.

Michigan:

**Merrill Park Elementary School
Saginaw, Michigan**

Merrill Park's effort to create a safe, drug-free learning

TOTAL P.09

Print. Jordan

**GUIDANCE CONCERNING STATE AND LOCAL
RESPONSIBILITIES UNDER THE
GUN-FREE SCHOOLS ACT OF 1994**

This guidance is to provide information concerning State and local responsibilities under the Gun-Free Schools Act (GFSA), which was enacted on October 20, 1994 as part of the Improving America's Schools Act of 1994 (the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA)), Public Law 103-382. Preliminary information, including a copy of this new legislation, was mailed to Governors and Chief State School Officers in a letter dated November 28, 1994.

The GFSA states that each State receiving Federal funds under ESEA must have in effect, by October 20, 1995, a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school. Each State's law also must allow the chief administering officer of the local educational agency (LEA) to modify the expulsion requirement on a case-by-case basis.

The legislation explicitly states that the GFSA must be construed to be consistent with the Individuals with Disabilities Education Act (IDEA). Therefore, by using the case-by-case exception, LEAs will be able to discipline students with disabilities in accordance with the requirements of Part B of the IDEA and Section 504 of the Rehabilitation Act (Section 504), and thereby maintain eligibility for Federal financial assistance. The Department intends to issue separate, more detailed guidance on discipline of students with disabilities, which will include clarification of the implementation of the GFSA consistent with IDEA and Section 504.

The following questions and answers have been prepared to assist States, State educational agencies (SEAs), and LEAs in implementing these new requirements.

- Q1. What entities are affected by the provisions of the Gun-Free Schools Act?**
- A. Each State, as well as its State educational agency and local educational agencies, has responsibilities under the GFSA.
- Q2. Are private schools subject to the requirements of the Gun-Free Schools Act?**
- A. Private schools are not subject to the provisions of the GFSA, but private school students who participate in LEA programs or activities are subject to the one-year expulsion requirement to the extent that such students are under the supervision and control of the LEA as part of their participation in the LEA's programs. For example, a private school student who is

enrolled in a Federal program, such as Title I, is subject to a one-year expulsion, but only from Federal program participation, not a one-year expulsion from the private school. Of course, nothing prohibits a private school from imposing a similar expulsion from the private school on a student who brings a weapon to school.

Q3. Will SEAs and LEAs have a period of time to comply with the requirements of the Gun-Free Schools Act?

A. States must take prompt action to implement the requirements of the GFSA, including prompt action to initiate the legislative process. States have until October 20, 1995 to enact and make effective the one year expulsion legislation required by Section 14601. States that have not enacted and made effective legislation by this date risk losing ESEA funds.

In order to be eligible to receive ESEA funds, LEAs must have an expulsion policy consistent with the required State law.

LEAs must take immediate action to implement the referral policy required by Section 14602, because the GFSA directs that no ESEA funds shall be made available to an LEA unless that LEA has the required referral policy.

Q4. Is compliance with the requirements of the Gun-Free Schools Act a condition for the receipt of Federal financial assistance under the ESEA?

A. Yes, compliance with the requirements of the GFSA is a condition for the receipt of funds made available to the State under the ESEA.

Q5. Will failure to comply with the requirements of the Gun-Free Schools Act result in the termination or withholding of funds made available to the State under the ESEA?

A. Failure to comply with the requirements of the GFSA could result in the withholding, under the provisions of the General Education Provisions Act, of funds made available to the State under the ESEA; however, it is anticipated that technical assistance provided to States will result in timely compliance and make withholding of funds unnecessary.

Q6. May a State request a waiver of the requirements of the Gun-Free Schools Act?

- A. Yes. The ESEA authorizes the Secretary to waive the requirements of the GFSA if that action will increase the quality of instruction for students or will improve the academic performance of students. However, it is not anticipated that the requirements of the GFSA will be waived except in unusual circumstances.
- Q7. Does the Gun-Free Schools Act's one-year expulsion requirement preclude any due process proceedings?**
- A. No. Students facing expulsion from school are entitled under the U.S. Constitution and most State constitutions to the due process protection of notice and an opportunity to be heard. If, after due process has been accorded, a student is found to have brought a weapon to school, the GFSA requires an expulsion for a period of not less than one year (subject to the case-by-case exception discussed below).
- Q8. What does the Gun-Free Schools Act require of States?**
- A. The GFSA requires that each State receiving Federal funds under the ESEA must, by October 20, 1995: (1) have in effect a State law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school; (2) have in effect a State law allowing the LEA's chief administering officer to modify the expulsion requirement on a case-by-case basis; and (3) report to the Secretary on an annual basis concerning information submitted by LEAs to SEAs. SEAs must also ensure that no ESEA funds are made available to an LEA that does not have a referral policy consistent with Section 14602.

One Year Expulsion Requirement

Each State's law must require LEAs to comply with a one-year expulsion requirement; that is, subject to the exception discussed below, any student who brings a weapon to school must be expelled for not less than one year.

Case-by-Case Exception

Each State's law must allow the chief administering officer of an LEA to modify the one year expulsion requirement on a case-by-case basis.

Annual Reporting

Each State must report annually on LEA compliance with the one year expulsion requirement, and on expulsions imposed under

enrolled in a Federal program, such as Title I, is subject to a one-year expulsion, but only from Federal program participation, not a one-year expulsion from the private school. Of course, nothing prohibits a private school from imposing a similar expulsion from the private school on a student who brings a weapon to school.

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In order to be eligible to receive ESEA funds, LEAs must have an expulsion policy consistent with the required State law.

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- A. No. Students facing expulsion from school are entitled under the U.S. Constitution and most State constitutions to the due process protection of notice and an opportunity to be heard. If, after due process has been accorded, a student is found to have brought a weapon to school, the GFSA requires an expulsion for a period of not less than one year (subject to the case-by-case exception discussed below).

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- A. The GFSA requires that each State receiving Federal funds under the ESEA must, by October 20, 1995: (1) have in effect a State law requiring LEAs to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school; (2) have in effect a State law allowing the LEA's chief administering officer to modify the expulsion requirement on a case-by-case basis; and (3) report to the Secretary on an annual basis concerning information submitted by LEAs to SEAs. SEAs must also ensure that no ESEA funds are made available to an LEA that does not have a referral policy consistent with Section 14602.

One Year Expulsion Requirement

Each State's law must require LEAs to comply with a one-year expulsion requirement; that is, subject to the exception discussed below, any student who brings a weapon to school must be expelled for not less than one year.

Case-by-Case Exception

Each State's law must allow the chief administering officer of an LEA to modify the one year expulsion requirement on a case-by-case basis.

Annual Reporting

Each State must report annually on LEA compliance with the one year expulsion requirement, and on expulsions imposed under

the State law, including the number of students expelled in each LEA and the types of weapons involved.

Q9. What does the Gun-Free Schools Act require of LEAs?

- A. The GFSA requires that LEAs (1) comply with the State law requiring the one-year expulsion; (2) provide an assurance of compliance to the SEA; (3) provide descriptive information to the SEA concerning the LEA's expulsions; and (4) adopt a referral policy for students who bring weapons to school.

One Year Expulsion Requirement

LEAs must comply with the State law requiring a one-year expulsion; that is, subject to the case-by-case exception, any student who brings a weapon to school must be expelled for not less than one year.

LEA Assurance

An LEA must include in its application to the State educational agency for ESEA assistance an assurance that the LEA is in compliance with the State law requiring the one-year expulsion.

Descriptive Report to SEA

An LEA must include in its application for ESEA assistance a description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including:

- (A) the name of the school concerned;
- (B) the number of students expelled from the school; and
- (C) the type of weapons concerned.

Referral Policy

LEAs must also implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.

Q10. When must an LEA implement its referral policy?

- A. LEAs must take immediate action to implement a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school. The GFSA directs that no ESEA funds shall be made available to an LEA unless that LEA has the required referral policy.

Q11. When must an LEA submit the required assurance?

- A. In its first application to the State educational agency for ESEA funds after the date that the State enacts and makes effective the required one year expulsion legislation, the LEA must include an assurance that the LEA is in compliance with the State law.

Q12. What is the role of the SEA in determining whether an LEA is in compliance with the Gun-Free Schools Act?

- A. The GFSA requires States to report to the Secretary on an annual basis concerning LEA compliance. Therefore, before awarding any ESEA funds to an LEA, the SEA must ensure that the LEA has: (1) implemented a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school; and (2) included in its application for ESEA funds the assurance and other information required by the GFSA. SEAs must ensure that the LEA application contains:

(1) an assurance that the LEA is in compliance with the State law requiring the one-year expulsion; and

(2) a description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including:

- (A) the name of the school concerned;
- (B) the number of students expelled from the school; and
- (C) the type of weapons concerned.

Q13. Who is an LEA's "chief administering officer"?

- A. The term "chief administering officer" is not defined by the GFSA. Each LEA should determine, using its own legal framework, which chief operating officer or authority (e.g., Superintendent, Board, etc.) has the power to modify the expulsion requirement on a case-by-case basis.

Q14. Can any individual or entity other than the LEA's "chief administering officer" modify the one-year expulsion requirement on a case-by-case basis?

- A. No. However, the chief administering officer may allow another individual or entity to carry out preliminary

information gathering functions, and prepare a recommendation for the chief administering officer.

Q15. Is it permissible for an LEA to use the case-by-case exception to avoid compliance with the one-year expulsion requirement?

A. No, this exception may not be used to avoid over-all compliance with the one-year expulsion requirement.

Q16. How is the term "weapon" defined?

A. For the purposes of the GFSA, a "weapon" means a firearm as defined in Section 921 of Title 18 of the United States Code (copy attached).

According to Section 921, the following are included within the definition:

- any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- the frame or receiver of any weapon described above
- any firearm muffler or firearm silencer
- any explosive, incendiary, or poison gas
 - (1) bomb,
 - (2) grenade,
 - (3) rocket having a propellant charge of more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device
- any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
- any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled

According to Section 921, the following are not included in the definition:

- an antique firearm
- a rifle which the owner intends to use solely for sporting, recreational, or cultural purposes
- any device which is neither designed nor redesigned for use as a weapon
- any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device
- surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10

In addition, we have been advised by the Bureau of Alcohol, Tobacco, and Firearms that Class-C common fireworks are not included in the definition of weapon.

Q17. Does the Gun-Free Schools Act preclude classes such as hunting or military education, or activities such as hunting clubs or rifle clubs, which may involve the handling or use of weapons?

A. No, the GFSA does not prohibit the presence at school of rifles that the owners intend to use solely for sporting, recreational, or cultural purposes.

Q18. Are knives considered weapons under the Gun-Free Schools Act?

A. No, for the purposes of the GFSA, the definition of weapon does not include knives. State legislation or an SEA or LEA may, however, decide to broaden its own definition of weapon to include knives.

Q19. What is meant by the term "expulsion"?

A. The term "expulsion" is not defined by the GFSA; however, at a minimum, expulsion means removal from the student's regular school program at the location where the violation occurred.

Q20. Is a State, SEA, or LEA required to provide alternative educational services to students who have been expelled for bringing a weapon to school?

A. The GFSA neither requires nor prohibits the provision of alternative educational services to students who have been expelled. Other Federal, State, or local laws may, however,

require that students receive alternative educational services in certain circumstances.

Q21. What is an "alternative setting" for the provision of educational services to an expelled student?

A. An alternative setting is one that is clearly distinguishable from the student's regular school placement.

Q22. Is Federal funding available to provide alternative educational services?

A. Yes, formula grants awarded under the Safe and Drug-Free Schools and Communities Act may be used for alternative educational services. In addition, other Federal funds may be available for alternative educational services, consistent with each program's statutory and regulatory requirements.

Q23. Do the requirements of the Gun-Free Schools Act conflict with requirements that apply to students with disabilities?

A. No. Compliance with the GFSA may be achieved consistently with the requirements that apply to students with disabilities, so long as discipline of such students is determined on a case-by-case basis in accordance with the IDEA and Section 504. The Department intends to issue separate, more detailed guidance on discipline of students with disabilities, which will include clarification of the implementation of the GFSA consistent with IDEA and Section 504.

Q24. Is it permissible to expel a student for a "school year" rather than a year?

A. No. The statute explicitly states that expulsion shall be for a period of not less than one year.

Q25. Does the expulsion requirement apply only to violations occurring in the school building?

A. No. The one-year expulsion requirement applies to students who bring weapons to any setting that is under the control and supervision of the LEA.

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COMMITTEE ON EDUCATION AND LABOR
U.S. HOUSE OF REPRESENTATIVES

2181 RAYBURN HOUSE OFFICE BUILDING
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November 18, 1994

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The Honorable Richard W. Riley
The Secretary
United States Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-0100

Dear Mr. Secretary:

It has come to our attention that the President has issued a memorandum instructing you to implement the provisions of the Gun-Free Schools Act of 1994 in an expeditious manner and to vigorously enforce its provisions. As you are no doubt aware, many Members on both sides of the aisle had serious reservations about this legislation. While supportive of removing guns and other weapons from our schools and keeping them out, we question the need for Federal involvement in this area.

While this is neither the forum nor the time to continue a debate over the wisdom of this policy, efforts to implement it do raise several concerns on our part. Attached to this letter are a number of questions relating to implementation of the Gun-Free Schools Act of 1994 that we would like you to address.

As is evident from the scope of these questions, we feel that there are a number of significant issues raised by the implementation of this statute. Perhaps most significant are the disparities in the treatment of students covered by the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act as compared to those students who do not enjoy the same level of Federal protection. It is possible that this issue alone could create an endless litany of litigation for local school districts.

We appreciate your timely attention to these questions and look forward to your reply.

Sincerely,

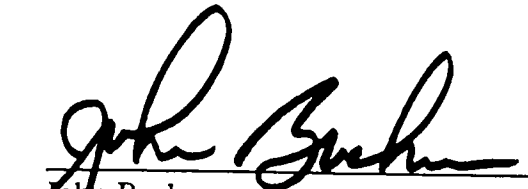
Bill Goodling

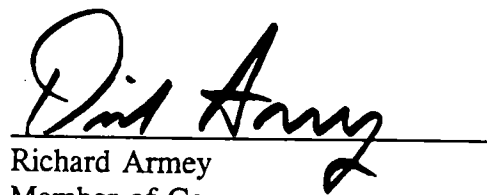
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Ranking Republican Member

Pat Williams

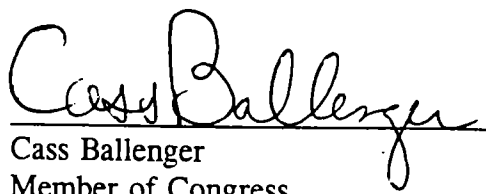
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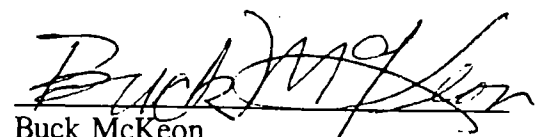

Richard Armey
Member of Congress

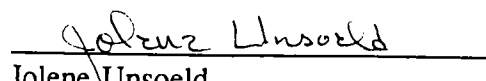

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Member of Congress


Buck McKeon
Member of Congress


Jolene Unsoeld
Member of Congress

1. The Individuals with Disabilities Education Act (IDEA), as amended, allows a student with a disability who brings a firearm to school to be placed in an alternative educational placement up to 45 days, if the action is related to his or her disability. In addition, if there are legal proceedings between the parent and the school over a proposed change in educational placement, the student will remain in the alternative placement during the pendency of the proceedings, and will not be returned to the original educational placement. This disparity in discipline between students with disabilities and those who are non-disabled raises several interesting questions that need to be addressed.

For a student who is disabled and brings a gun to school, but the action is determined to be unrelated to the student's disability, the student will be subject to expulsion. How will the school determine whether or not the action is related to the disability? If the school does expel the student with a disability, will it still be required by the IDEA to provide educational services to the student? If IDEA requires educational services to be provided to the student, how will the requirement for education in the Least Restrictive Environment be applied?

2. If a student not previously identified as disabled brings a firearm to school, he or she will be subject to the one year expulsion policy. It is conceivable that a parent, in order to avoid the student being subject to a one-year expulsion and possible loss of educational services, would file a motion to determine that the student has a disability.
Under normal procedures for disabled students, during the pendency of due process hearings, the student must be returned to the original educational placement after 10 days. Which standards would apply for a student that had not previously been identified as disabled, the return to the original placement after 10 days, or the 45-day alternative placement and alternative placement during the pendency of hearings?
3. The statute allows the chief administering officer of an LEA to "modify such expulsion requirement for a student on a case-by-case basis." Is it not possible, despite Federal requirements to institute a policy mandating a one-year expulsion, that this provision would allow LEAs to maintain current policy regarding students who bring guns to school? Does the Department anticipate limiting through regulation an LEAs ability to use this provision in a way that preserves the status quo?
4. During the Conference consideration of the Elementary and Secondary Act reauthorization, the House voted 19 to 7 to retain House language on the guns in schools provision. This language did not link loss of Federal funds with non-compliance with the guns in schools provisions. The language ultimately accepted in Conference with the Senate also does not link loss of Federal funds with non-compliance. Yet, the memorandum from the President includes a specific reference to loss of Federal funds for non-compliance. What is the statutory basis for denying Federal funds to States or LEAs that do not comply with the Gun-Free Schools Act of 1994?
5. The Gun-Free Schools Act of 1994 relies on the definition of "firearm" found in Sec. 921 of Title 18 of the U. S. Code. This is a broad definition that also includes the term "destructive device," which is defined in a way that could include certain firecrackers. What guidance will the Department provide to States and LEAs regarding what weapons and destructive devices fall under this definition?

6. If an expelled student is under a State compulsory age of attendance and alternative education is required, are the child's parents, the school district or the State responsible for paying for such child's alternative education and related costs if this issue is not addressed in State law? If the financial burden for an alternative placement falls on the State or LEA, would this violate the language on unfunded mandates also contained in H.R. 6?
7. Do you assume a role for the federal government in providing funds for the alternative education of students who are expelled if such expulsion is the result of federal action and if the lack of State action to adopt the one-year expulsion policy could result in the loss of federal assistance?
8. H.R. 6 as passed by Congress did not directly outline the penalty for failure to comply with the one-year expulsion law. The President, however, has ordered the Secretary to withhold federal assistance from States which are not in compliance. He did not, however, specify which "federal assistance" would be affected. Would it be limited to funds received by States under H.R. 6 or would it include funds for special education, vocational education, higher education, etc.?
9. As enacted by Congress, H.R. 6 contains broad waiver provisions. Since the "Gun Free Schools" provisions are not specifically exempt from the waiver provisions, will States and local educational agencies be able to request and have considered, waivers from compliance from these provisions if they can demonstrate they are having a direct impact on their ability to provide a quality education to their student body?
10. One of the National Education Goals enacted and signed into law during the 103rd Congress was an increase in the high school graduation rate. Since there is evidence that those students who are expelled often do not return to school and complete their education, how do you propose to balance the impact of this provision with the goal of a higher high school completion rate?
11. The Supreme Court has now heard arguments in the *U.S. v. Lopez* case, which will determine the validity of a federal law which outlaws the possession of a gun within 1,000 feet of a school. If the Court finds that the law is unconstitutional, how do you see such a decision affecting your implementation of the Gun-Free Schools Act?



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

Honorable William Goodling
Chairman
Committee on Education and Labor
US House of Representatives
Washington, DC 20500

Dear Mr. Chairman:

I have enclosed detailed guidance developed by the Department of Education to assist States in implementing the Gun-Free Schools Act provisions. This detailed guidance responds to many of the questions raised by you and your colleagues in your November 18, 1994 letter to me.

While the attached guidance provides basic information with regard to consistent interpretation of the Gun-Free Schools Act provisions and the provisions of the Individuals with Disabilities Education Act (IDEA), it does not respond to all the questions raised in your letter. The Department intends to issue separate, more detailed guidance on discipline of students with disabilities, which will include clarification of the implementation of the Gun-Free Schools Act consistent with IDEA and Section 504. We anticipate issuing that guidance by February 15.

Your letter also expresses a concern about the potential impact of expulsions under the Gun-Free Schools Act provisions on high school completion rates. Although we believe that the issue of removing weapons from schools is critically important, and that the problem is pervasive, we do not expect that the volume of expulsions occurring as a result of the Gun-Free Schools Act provisions will have a significant impact on our national goal of improving the school completion rate.

Of course, I share your concern about the effect of long-term expulsions on educational achievement and high school completion of those removed from their regular educational program. However, the Gun-Free Schools Act provisions do not require that student access to educational services be denied. Local educational agencies must remove students from their regular educational placement if they have been found to have brought a weapon to school, but may certainly continue to provide educational services if they desire. Additionally, the statutory provisions require that State law allow the chief administering officer of a local educational agency to make exceptions to the expulsion requirement on a case-by-case basis.

Page 2 - Honorable William Goodling

Finally, with regard to your question about the effect of the Supreme Court decision in United States v. Lopez on implementation of the Gun-Free Schools Act provisions, it is difficult to speculate on the content of that decision and its possible implications for our administration of the Gun-Free Schools Act. Of course, I would be pleased to provide information in response to this question after the decision is issued and we have had an opportunity to evaluate the impact, if any, of that decision on programs we are administering.

I hope that the attached guidance and supplemental information contained in this letter responds to the concerns expressed by you and your colleagues. I would be happy to discuss these issues with you or respond to any other concerns you may have about our implementation of the Gun-Free Schools Act provisions.

Yours sincerely,

Richard W. Riley

Enclosure

educational personnel that there will no longer be any failure or inability on the part of such agency or consortium to meet the applicable requirements of section 14503 or any other provision of this Act.

"(c) **PAYMENT FROM STATE ALLOTMENT.**—When the Secretary arranges for services pursuant to this section, the Secretary shall, after consultation with the appropriate public and private school officials, pay the cost of such services, including the administrative costs of arranging for those services, from the appropriate allocation or allocations under this Act.

"(d) **PRIOR DETERMINATION.**—Any by-pass determination by the Secretary under this Act as in effect on the day preceding the date of enactment of the Improving America's Schools Act of 1994 shall remain in effect to the extent the Secretary determines that such determination is consistent with the purpose of this section.

"SEC. 14507. PROHIBITION AGAINST FUNDS FOR RELIGIOUS WORSHIP OR INSTRUCTION.

"Nothing contained in this Act shall be construed to authorize the making of any payment under this Act for religious worship or instruction.

"SEC. 14508. APPLICABILITY TO HOME SCHOOLS.

"Nothing in this Act shall be construed to affect home schools.

"SEC. 14509. GENERAL PROVISION REGARDING NONRECIPIENT NONPUBLIC SCHOOLS.

"Nothing in this Act shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious, or home schools from participation in programs or services under this Act.

"SEC. 14510. SCHOOL PRAYER.

"Any State or local educational agency that is adjudged by a Federal court of competent jurisdiction to have willfully violated a Federal court order mandating that such local educational agency remedy a violation of the constitutional right of any student with respect to prayer in public schools, in addition to any other judicial remedies, shall be ineligible to receive Federal funds under this Act until such time as the local educational agency complies with such order. Funds that are withheld under this section shall not be reimbursed for the period during which the local educational agency was in willful noncompliance.

"SEC. 14511. GENERAL PROHIBITIONS.

"(a) **PROHIBITION.**—None of the funds authorized under this Act shall be used—

"(1) to develop or distribute materials, or operate programs or courses of instruction directed at youth that are designed to promote or encourage, sexual activity, whether homosexual or heterosexual;

"(2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds;

"(3) to provide sex education or HIV prevention education in schools unless such instruction is age appropriate and includes the health benefits of abstinence; or

"(4) to operate a program of condom distribution in schools.

"(b) **LOCAL CONTROL.**—Nothing in this section shall be construed to—

"(1) authorize an officer or employee of the Federal Government to mandate, direct, review, or control a State, local educational agency, or schools' instructional content, curriculum, and related activities;

"(2) limit the application of the General Education Provisions Act;

"(3) require the distribution of scientifically or medically false or inaccurate materials or to prohibit the distribution of scientifically or medically true or accurate materials; or

"(4) create any legally enforceable right.

"SEC. 14512. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.

"Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

"SEC. 14513. REPORT.

"The Secretary shall report to the Congress not later than 180 days of the date of enactment of the Improving America's Schools Act of 1994 regarding how the Secretary shall ensure that audits conducted by Department employees of activities assisted under this Act comply with changes to this Act made by the Improving America's Schools Act of 1994, particularly with respect to permitting children with similar educational needs to be served in the same educational settings, where appropriate.

"SEC. 14514. REQUIRED PARTICIPATION PROHIBITED.

"Notwithstanding any other provision of law, no State shall be required to participate in any program under the Goals 2000: Educate America Act, or to have content standards or student performance standards approved or certified under such Act, in order to receive assistance under this Act.

"PART F—GUN POSSESSION

"SEC. 14601. GUN-FREE REQUIREMENTS.

"(a) **SHORT TITLE.**—This section may be cited as the 'Gun-Free Schools Act of 1994'.

"(b) **REQUIREMENTS.**—

"(1) **IN GENERAL.**—Except as provided in paragraph (3), each State receiving Federal funds under this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer

of such local educational agency to modify such expulsion requirement for a student on a case-by-case basis.

"(2) **CONSTRUCTION.**—Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

"(3) **SPECIAL RULE.**—(A) Any State that has a law in effect prior to the date of enactment of the Improving America's Schools Act of 1994 which is in conflict with the not less than one year expulsion requirement described in paragraph (1) shall have the period of time described in subparagraph (B) to comply with such requirement.

"(B) The period of time shall be the period beginning on the date of enactment of the Improving America's Schools Act and ending one year after such date.

"(4) **DEFINITION.**—For the purpose of this section, the term 'weapon' means a firearm as such term is defined in section 921 of title 18, United States Code.

"(c) **SPECIAL RULE.**—The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

"(d) **REPORT TO STATE.**—Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance—

"(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

"(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including—

"(A) the name of the school concerned;

"(B) the number of students expelled from such school; and

"(C) the type of weapons concerned.

"(e) **REPORTING.**—Each State shall report the information described in subsection (c) to the Secretary on an annual basis.

"(f) **REPORT TO CONGRESS.**—Two years after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

"SEC. 14602. POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL.

"(a) **IN GENERAL.**—No funds shall be made available under this Act to any local educational agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.

"(b) **DEFINITIONS.**—For the purpose of this section, the terms 'firearm' and 'school' have the same meaning given to such terms by section 921(a) of title 18, United States Code.

"SEC. 14603. DATA AND POLICY DISSEMINATION UNDER IDEA.

"The Secretary shall—

"(1) widely disseminate the policy of the Department in effect on the date of enactment of the Improving America's Schools Act of 1994 with respect to disciplining children with disabilities;

"(2) collect data on the incidence of children with disabilities (as such term is defined in section 602(a)(1) of the Individuals With Disabilities Education Act) engaging in life threatening behavior or bringing weapons to schools; and

"(3) submit a report to Congress not later than January 31, 1995, analyzing the strengths and problems with the current approaches regarding disciplining children with disabilities.

"PART G—EVALUATIONS

"SEC. 14701. EVALUATIONS.

"(a) **EVALUATIONS.**—

"(1) **IN GENERAL.**—Except as provided in paragraph (2), the Secretary is authorized to reserve not more than 0.50 percent of the amount appropriated to carry out each program authorized under this Act—

"(A) to carry out comprehensive evaluations of categorical programs and demonstration projects, and studies of program effectiveness, under this Act, and the administrative impact of such programs on schools and local educational agencies in accordance with subsection (b);

"(B) to evaluate the aggregate short- and long-term effects and cost efficiencies across Federal programs under this Act and related Federal preschool, elementary and secondary programs under other Federal law; and

"(C) to strengthen the usefulness of grant recipient evaluations for continuous program progress through improving the quality, timeliness, efficiency, and utilization of program information on program performance.

"(2) **SPECIAL RULE.**—(A) Paragraph (1) shall not apply to any program under title I.

"(B) If funds are made available under any program assisted under this Act (other than a program under title I) for evaluation activities, then the Secretary shall reserve no additional funds pursuant to the authority in subsection (a)(1) to evaluate such program, but shall coordinate the evaluation of such program with the national evaluation described in subsection (b).

"(b) **NATIONAL EVALUATIONS.**—

"(1) **IN GENERAL.**—The Secretary shall use the funds made available under subsection (a) to carry out—

"(A) independent studies of categorical and demonstration programs under this Act and the administrative impact of such programs on schools and local educational agencies, that are coordinated with research supported through the Office of Educational Research and Improvement, using rigorous methodological designs and techniques, including longitudinal designs, control groups, and random assignment, as appropriate, to determine—

THE WHITE HOUSE
WASHINGTON

October 22, 1994

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Implementation of the Gun-Free Schools Act of 1994, and the Safe and Drug-Free Schools and Communities Act

Our schools are increasingly plagued by violence and crime that is abhorrent to all law-abiding citizens. It is of paramount importance that this Nation's schools be safe, disciplined, and conducive to learning.

Several laws passed this year will promote our effort to make schools safe for learning. The Gun-Free Schools Act of 1994 provides that within one year, every State receiving Federal aid for elementary and secondary education must have a law requiring school districts to expel from school for at least one year any student who brings a gun to school, subject to certain exceptions. The Safe and Drug-Free Schools and Communities Act funds comprehensive violence prevention programs, including those that enhance school security.

To ensure vigorous enforcement, I am directing you to coordinate implementation of these anti-violence measures with appropriate local authorities to the maximum extent possible. Your collaborative efforts should include the States, school districts, law enforcement agencies, and educators. In the case of the Gun-Free Schools Act, enforcement should include termination of Federal assistance if you determine that a State is not in compliance.

You should report to me in writing by December 31 on the specific steps you have taken to implement these statutes.

William J. Clinton



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

The President
The White House
Washington, DC 20500

Dear Mr. President:

In response to your memorandum of October 22 requesting a December 31, 1994, report on the steps we have taken to implement the Safe and Drug-Free Schools and Communities Act and the Gun-Free Schools Act, I am pleased to provide the following information.

Safe and Drug-Free Schools and Communities Act

The Safe and Drug-Free Schools and Communities Act (SDFSCA), enacted as Title IV of Title I of the Improving America's Schools Act of 1994, expands the scope of the pre-existing Drug-Free Schools and Communities Act to authorize activities related to violence prevention. The SDFSCA will provide support for formula grants for a broad range of drug and violence prevention activities by State and local educational agencies, as well as Governors. The SDFSCA also supports national discretionary activities, including direct grants, training and technical assistance, and information development and dissemination.

Funds will be made available to the States under the SDFSCA formula grant program on July 1, 1995. Although your budget for Fiscal Year (FY) 1995 requested \$480 million for the formula grant program and \$80 million for National Programs, Congress appropriated \$457 million for the formula grant program and \$25 million for National Programs. While most of the \$25 million provided for National Programs will be used to meet continuation obligations for existing grants, approximately \$6 million has been set aside to provide assistance and leadership on issues related to implementation of the Gun-Free Schools Act discussed below.

Your October 22 memorandum directed us to coordinate, to the maximum extent possible, with States, school districts, law enforcement agencies, and educators as we began implementation of the violence prevention programs. Accordingly, we provided assistance to States in understanding and implementing the new law at a Department-sponsored conference in December that included representatives from every State. To ensure that we are aware of issues that concern our customers, we are holding five regional consultation sessions that will allow State and local educational agency personnel, as well as representatives from Governor's offices, to discuss their needs and concerns and make suggestions that would facilitate the development of the most

effective drug and violence prevention programs and strategies in their States.

In keeping with the Administration's emphasis on flexibility, we have decided to administer the formula grant program without issuing any new regulations. We will use only the Education Department General Administrative Regulations (EDGAR) and non-regulatory guidance to administer the formula grant program. We are currently developing an application package that will allow States to submit a consolidated application for FY 1995 funding under the SDFSCA formula grant program and other elementary and secondary education formula grant programs.

Gun-Free Schools Act

The Gun-Free Schools Act (GFSA), enacted as Title XIV (Part F) of Title I of the Improving America's Schools Act, requires that States pass laws requiring local educational agencies to expel for at least one year students found to have brought a weapon to school. The GFSA provides flexibility by permitting a local educational agency's chief administering officer to modify the expulsion requirement on a case-by-case basis. States with laws in conflict with the GFSA requirements (virtually all States, we believe) have until October 20, 1995 to comply. The GFSA also requires that local educational agencies refer students found to have brought a weapon to school to the criminal justice or juvenile delinquency system.

On November 28, 1994, we notified each Governor and Chief State School Officer about the new law and shared your memo to me outlining your interest in implementation of the requirements. We indicated that more detailed guidance would be provided as quickly as possible.

In order to develop appropriate guidance, we have consulted with a number of interested parties to hear their views on the important and difficult implementation issues. We have met with representatives of the State Attorney Generals Association, the National Council of State Legislatures, the National School Boards Association, the Council of Chief State School Officers, the National Education Association, the American Federation of Teachers, the PTA, the Police Foundation, and the International Association of Chiefs of Police. These meetings and briefings have demonstrated that there exists a significant level of concern on the part of State and local education officials about the implementation of these provisions. Many believe that the GFSA intrudes upon the rights of States, and object to the one-year expulsion requirement in particular.

We plan to take the following actions in order to minimize controversy and difficulties in implementation:

- o Develop and disseminate detailed implementation guidance on a number of issues that require interpretation of the

statutory language. Our approach is to provide the maximum amount of flexibility to States and local educational agencies, while maintaining an appropriate emphasis on the importance of safe and disciplined schools and the statutory requirements. The guidance will be disseminated to Governors, Chief State School Officers, and selected legislators within 30 days.

- o Develop and implement an initiative, funded with \$6 million from the FY 1995 SDFSCA National Programs appropriation that responds to the most common concern voiced about implementation of the GFSA provisions -- the negative effect of removing students from school without addressing their continuing education needs. The initiative will include:
 - a small grant program for the development and testing of innovative alternatives to expulsion;
 - technical assistance to local educational agencies concerning existing strategies designed to provide educational and other needed services to students in alternative placements;
 - development and broad dissemination of information about existing strategies designed to provide educational and other needed services to students in alternative placements.

I believe that our efforts to implement the GFSA provisions represent a comprehensive plan to identify and address concerns expressed by educators and others affected by the provisions, while continuing to emphasize the importance of removing weapons from our Nation's schools. Please be assured that we will continue to move as quickly as possible to complete the course of action laid out in this letter.

If you have any questions regarding our plan, or desire additional information, please contact me.

Yours sincerely,

Richard W. Riley

OVERVIEW OF ALCOHOL AND DRUG USE

The primary mechanism used to measure drug use is through the Monitoring the Future Survey (MTF). MTF surveys 8th, 10th, 12th graders; and students who have graduated from high school (the survey follows students for four years after high school). Results are released annually and are intended to measure both alcohol and drug use and student victimization, and assess the changing lifestyles, values, and preferences of American youth. Data included in the 1994 MTF (being currently released) was collected in the spring of 1994. The survey has been conducted since 1975 by the University of Michigan. Approximately, 50,000 students from 123-138 public and private high schools are surveyed each year.

Essentially, the 1994 MTF survey shows that the use of alcohol and other drugs by 8th, 10th, and 12th graders has either remained level or increased over the past year. This represents the second year consecutive year that we have seen increase in drug use among 10th and 12th graders and the third year of increases for 8th graders. Prior to these increases drug use experienced a steady downward trend (for approximately 10 years).

SUMMARY OF KEY FINDINGS OF THE 1994 MTF

MARIJUANA:

- o The use of marijuana among eighth, tenth and twelfth graders continued to increase. This is the third year in a row in which marijuana use has increased. Marijuana use has increased in all three grade levels and in all four categories (lifetime, annual, 30-day, and daily).

COCAINE:

- o After remaining level between 1992 and 1993 lifetime cocaine use increased among 8th and 10th graders. Lifetime cocaine use among 12th graders decreased slightly (0.2%). Cocaine use increased for all three grade levels in the annual and 30-day categories.

HALLUCINOGENS:

- o There has been an increase in the use of hallucinogens (including mescaline, peyote, and PCP) for all grades and for all prevalence levels.

LSD:

- o There has been an increase in the use of LSD by 8th, 10th, and 12th graders for all prevalence levels.

HEROIN:

- o While use rates are relatively low the 1994 survey shows that there was an increase in lifetime (2%), annual (1.2%), and current (.6%) use of heroin among 8th, 10th, and 12th graders.

ALCOHOL:

- o Trends in alcohol use among high school seniors continue to show a gradual decline and are now at the lowest levels ever recorded in the survey. Rates of alcohol use among 8th and 10th graders remained level between 1993 and 1994; however, they are still high--55.8 % of 8th graders and 71.1% of 10th graders have tried alcohol at least once. Almost 9% of 8th graders and 20.3% of 10th graders have been drunk at least once in the past month.

Trends in Prevalence of Various Drugs
(Lifetime Use)

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>Change</u>
Any Illicit Drugs:					
8th Grade	18.7	20.6	22.5	26.7	+3.2
10th Grade	30.6	29.8	32.6	37.4	+4.6
12th Grade	44.1	40.7	42.9	45.6	+2.7
Marijuana:					
8th Grade	10.2	11.2	12.6	16.7	+4
10th Grade	23.4	21.4	24.4	30.4	+6
12th Grade	36.7	32.6	35.3	35.2	+2.9
Inhalants:					
8th Grade	17.6	17.4	19.4	19.9	+0.5
10th Grade	15.7	16.6	17.6	18.0	+0.5
12th Grade	17.6	16.6	17.4	17.7	+0.3
LSD:					
8th Grade	2.7	3.2	3.5	3.7	+0.2
10th Grade	5.6	5.8	6.2	7.2	+1.0
12th Grade	8.8	8.6	10.3	10.5	+0.2
Hallucinogens:					
8th Grade	1.4	1.7	1.7	2.2	+0.5
10th Grade	2.2	2.5	2.8	3.8	+1.0
12th Grade	3.7	3.3	3.9	4.9	+1.0
Cocaine:					
8th Grade	2.3	2.9	2.9	3.6	+0.7
10th Grade	4.1	3.3	3.6	4.3	+0.7
12th Grade	7.8	6.1	6.1	5.9	-0.2
Crack:					
8th Grade	1.3	1.6	1.7	2.4	+0.7
10th Grade	1.7	1.5	1.8	2.1	+0.3
12th Grade	3.1	2.6	2.6	3.0	+0.4

Alcohol/Any Use:

8th Grade	70.1	69.3	55.7	58.8	+0.1
10th Grade	83.8	82.3	71.6	71.1	-0.5
12th Grade	88.0	87.5	80.0	80.4	+0.4

Been Drunk:

8th Grade	26.7	26.8	26.4	25.9	-0.5
10th Grade	50.0	47.7	47.9	47.2	-0.7
12th Grade	65.4	63.4	62.5	62.9	+0.4

Cigarettes/Any Use:

8th Grade	44.0	45.2	45.3	46.1	+0.8
10th Grade	55.1	53.5	56.3	56.9	+0.6
12th Grade	63.1	61.8	61.9	62.0	+0.1

WHAT WE KNOW ABOUT SCHOOL VIOLENCE

While there is much we do not know about school violence there are some things research has made us aware of. We know that:

1. The prevention of school violence cannot be viewed in isolation. It is part of the larger, and more complex, problem of violence in society. As such, we have to recognize that if we want to prevent violence from occurring we must address a broad range of societal, educational, economic, and health related issues and factors that lead students to engage in violent behavior, e.g., alcohol and drug use, easy access to guns, media portrayal of violence, peer pressure/gangs, dysfunctional families, and joblessness.
2. Violence is part of our country's cultural heritage and history (probably more so than any other country). Violence, however, has not been part of our educational culture and history.
3. Schools are generally "safe places." While we shouldn't tolerate any violence in schools, it should be recognized that most schools are safer than the communities in which they are located. This, however is changing.
4. Youth who engage in violent behavior--in school, home, or community-- usually present a variety of problems or risk factors that need to be addressed.
5. Problems that students have usually start early in life and not hidden. There are signs of pending trouble such as the use of alcohol and drugs, involvement in gangs, truancy, that teachers and other administrators can identify.
6. Youth who were themselves victims, or witnessed violence on a repeated basis (witnessed their mother being beaten) are more likely to be offenders.
7. We have incomplete data on extent of school violence.
8. That law enforcement and educators have not always collaborated in problem solving or information sharing.
9. While we know that broad based, comprehensive programs that address a range of risk factors are the most effective, a considerable amount of additional research about "what works" to prevent school violence is needed.
10. That teachers and other professionals dealing with youth with violence problems are insufficiently trained.

TAB 4

FUNDING HISTORY OF SAFE AND DRUG FREE SCHOOLS PROGRAM

Since FY 1987, over three billion dollars has been appropriated for drug prevention activities. Specific information on funding by year follows:

<u>Fiscal Year</u>	<u>Total Appropriation</u>	<u>Per-pupil Funding to LEAs from Formula Grants</u>
FY 1987	\$200,000,000	\$2.20
FY 1988	\$229,776,000	\$2.62
FY 1989	\$354,500,000	\$3.93
FY 1990	\$538,250,000	\$6.81
FY 1991	\$606,341,000	\$8.06
FY 1992	\$623,963,000	\$7.98
FY 1993	\$598,227,000	\$7.63
FY 1994	\$487,162,000*	\$5.20
FY 1995	\$481,962,000	
FY 1996	\$500,000,000**	

* Adjusted for comparability. Excludes \$15.6 million for regional centers, which are proposed for consolidation with other technical assistance centers in 1995.

** President's Request

TAB 5

SUMMARY OF INCIDENTS IN DISTRICTS OF APPROPRIATIONS MEMBERS

QUESTIONS and ANSWERS

SAFE AND DRUG FREE SCHOOLS

Q. Why is the Safe and Drug-Free School and Communities Program needed?

A. The Safe and Drug-Free Schools Program is need because:

--concerns about violence, crime, and drug-use in schools is the major concern of parents, administrators, and community officials. These persons recognize that learning cannot take place in schools where alcohol/drugs are used or sold or where there is crime and violence or even the threat of crime and violence.

--the Safe and Drug-Free Schools program provide the "only" resources to target these problems. While there are other Federal programs that address youth crime and drug prevention none of them target schools and research has consistently shown that schools have a major role to play in youth development and crime prevention.

--schools are the only place where the entire youth population is gathered together. It offers an excellent opportunity to address this group.

--without these funds schools will be required to divert "educational resources" for what many consider "non-educational" services and programs.

--while education is primarily a state and local function and responsibility, the Federal government has a role in providing leadership in this area, conducting research, providing training and technical assistance, collecting and synthesizing data, conducting demonstration programs, and providing limited resources to schools. Without Federal involvement these functions, which are vital to the development of an effective learning environment, will not be implemented.

Q. Is the program effective (and cost effective)?

A. We believe that the Drug-Free Schools and Communities Act (DFSCA) program has been an effective part of our National effort to prevent alcohol and other drug use, and more importantly, that the recently reauthorized Safe and Drug-Free Schools and Communities Act (SDFSCA) program has the potential to be an even more effective part of our efforts to create safe, disciplined and drug-free school environments conducive to learning. We base our belief that the program has been effective and can be even more effective on the following:

--the newly reauthorized SDFSCA is based upon sound research findings, and permits SEA and LEAs to develop a wide range of prevention programs based upon their unique problem and circumstances.

--while drug use has risen the last two years, it should be noted that the level of drug use is no where near where it was 10 years ago. Since the DFSCA has been operational drug use has fallen considerably. (will try to get you a % figure).

--there are research and evaluation findings that clearly demonstrate that certain types of drug prevention programs are more effective than others. Research conducted in New York by Dr Gil Botvin, and research by Dr. Bonnie Bernard in the Northwest clearly show that school prevention programs work. The key is getting schools to allocate their funds on programs that follow research and evaluation (another reason not to support "Block Grants").

--the Drug-Free School Recognition Program demonstrates that there are hundreds of schools that have developed effective drug and violence prevention programs.

--abuses of early years of the DFSCA have been either reduced or eliminated. Few if any schools rely solely on programs which are narrowly focused (Just Say No), based upon unsound principles (It is OK to drink even if your under 21, as long as you don't drive), or provided to such a broad population that render the services useless. Schools are beginning to recognize the need to target.

- Q. Is providing funds to schools for drug prevention and violence prevention an appropriate Federal role?
- A. Yes! Last year Congress Goals 2000 legislation. Part of that legislation was the codification of the National Education Goals. These Goals were not Federal or National Goals developed by the Department of Education, they were goals that were developed by the Governors of the 50 states with the input of citizens around the country. Goal seven states that by the year 2000, all schools will be safe, disciplined and drug-free. We see this goal as the corner stone of all the goals. We cannot be the first in math and science, or have our students proficient in core academic subjects unless we can guarantee that while they are in school, and while they go to school they are safe and drug-free.

While education is primarily a state and local function and responsibility, the Federal government has a role in providing leadership in this area, conducting research, providing training and technical assistance, collecting and synthesizing data, conducting demonstration programs, and providing limited resources to schools. Without Federal involvement these functions, which are vital to the development of an effective learning environment, will not be implemented.

- Q. What activities will be eliminated if the FY 1995 SDFSCA funds are rescinded and if no new funds are allocated?
- A. The impact of rescission and subsequent elimination of funding for the SDFSCA would be catastrophic. These actions would have a significant detrimental effect on States, communities, families, schools, and youth. Recession and elimination would result in:

--the reduction or elimination of both violence prevention programs and drug prevention programs to approximately 94% of local educational agencies around the Nation and approximately 39,000,000 students (1991-92 school year data).

--elimination of research in such key areas as "school related homicides," and the effect of drug exposure in utero on school aged children.

--elimination of training and technical assistance to schools in the area of violence prevention. Over the past several years ED has joined with the Department of Justice to provide technical assistance to schools across the country. The National School Safety Center has provided support to xx schools in xx different states.

--elimination in the development of publications on school violence and drug/alcohol prevention, that have been the cornerstone of providing schools with information on models and effective practices. The Parents Guide on Drug Prevention has been requested by over 30 million persons. A Guide to the selection of Conflict Resolution Curricula which is being developed would be curtailed, as would other publications on early childhood development, alcohol use among teenagers, and a series of information packets on violence prevention.

--elimination of assistance and model development in area of alternatives to expulsion. With expulsion rates increasing dramatically in some areas it is essential that we provide leadership and direction in this area or we will find that many kids will go from the schoolhouse to the courthouse.

GUN-FREE SCHOOLS

Q: What steps has ED taken to implement the revised provisions of the Gun-Free Schools Act (GFSA) passed as part of the Improving America's Schools Act of 1994?

A: ED has taken several steps to implement GFSA provisions, including:

- o meeting with representatives of groups affected by the provisions, including the Council of Chief State School Officers, the National Council of State Legislators (??), the National Association of State Boards of Education, the National Parent Teacher Association, the National Education Association, the American Federation of Teachers, the Police Foundation, Police Executive Research Forum, and the International Association of Chiefs of Police.
- o development and dissemination of preliminary guidance advising Chief State School Officers and Governors of changes in GFSA provisions;
- o development and dissemination of detailed non-regulatory guidance designed to assist States in implementing the GFSA provisions; and
- o development of detailed guidance on issues concerning students covered by IDEA and discipline, including implementation of the GFSA in a manner consistent with the provisions of IDEA. (Note: IDEA guidance is being developed by OSERS and is in clearance; it has not been disseminated as of 2/22/95).

PRO-CHILDREN

Q: What progress has been made on implementing the Pro-Children Act provisions that require entities providing children's services to prohibit smoking in enclosed facilities?

A: ED has developed and disseminated preliminary guidance to the States concerning the Pro-Children Act provisions. The guidance discussed general responsibilities under the provisions and contained information about the "special waiver" provisions authorized in the statute. Because the requirements for granting a "special waiver" were clearly stated in the statute, and all waivers expire no later than March 31, 1995, the Department advised entities affected by the provisions that it was not necessary to submit a formal application for a waiver; rather affected entities simply needed to determine whether or not they met the statutory requirements, and to maintain documentation to justify their determination if they were eligible for a waiver.

ED is working with the Departments of Health and Human Services and Agriculture in implementing the provisions. We are in the process of developing guidance on several implementation issues related particularly to schools. Questions for the guidance package are being drawn from numerous technical assistance inquiries received from State and local educational agencies and will include responses concerning the effect of the provisions on non-public schools and whether the required smoking prohibitions extend to "alternative uses" of school facilities that are not part of regular and routine educational services (i.e., BINGO). The guidance will be ready within 60 days.

ALCOHOL AND DRUG QUESTIONS

Q. The latest report from the high school senior survey shows that drug use by adolescents is continuing to increase. Aren't our prevention programs having any effect?

A. There is no single reason why drug use has increased, and without additional research and data collection, it will be impossible to pinpoint causes. It appears, however, that drug use is increasing for many of the same reasons we are experiencing a increase in violent juvenile crime: breakdown of families, lack of parental support, lack of opportunity, availability of alcohol and drugs, child abuse and neglect, and media portrayal and promotion of alcohol and other drug use as glamorous.

Q. Should we be concerned by these increases, and if so why?

We need to be very concerned about these increases even though they appear to be relatively small, because:

- o Increases, while small, could be viewed as the beginning of a disturbing trend that will bring us back to the mid-80s when drug use was viewed as being of epidemic proportions.

- o Increases will surely add fuel to the fire of those who support legalization of drugs as well as those who say the Administration has not taken a leadership position on this issue.

- o Increases coupled with decrease of funding for prevention could result in even more increases.

Q. Is this increase a trend?

This is the third year that we have had increases among the eighth graders and the second year that we have seen increases in most drug categories, among 10th and 12th graders. While a one, two, or three year increase is not considered a trend, it is something we should be concerned about. We are especially concerned because the increases in alcohol and drug use are coupled with an erosion of anti-drug attitudes.

We are hopeful that collectively--the Federal government, state governments, and local communities--can take some actions now that will turn these numbers around.

- Q. What is the Department of Education doing to ensure these increases do not continue?
- A. The Safe and Drug-Free Schools and Communities Act passed as part of the Improving America's Schools Act differs significantly from its predecessor, the Drug-Free Schools and Communities Act. The new legislation enables States, SEAs and LEAs to:
- develop more comprehensive prevention programs,
 - target resources to areas where they are most needed,
 - develop programs geared to each community's unique needs,
 - improve linkages between schools and communities, and
 - address needs of students not normally served by LEAs.

Provisions of the Safe and Drug-Free Schools Act are consistent with research findings which show that alcohol and drug use and violent behavior result from a host of risk factors to which young people are exposed. The better able we are to address the full range of these risk factors, the better are our chances for reducing alcohol and drug use.

Q. Has this program been troubled with "waste, fraud, and abuse?"

A. There is absolutely no evidence that the Safe and Drug-Free Schools Program has been troubled by inappropriate or questionable funding practices. The program like other Federal funding programs are periodically audited by Federal, state, and local agencies. These audits have resulted in some findings that resulted in the need for corrective action, however, none of the findings are indicative of significant waste or fraud. Further, findings made regarding the SDFS Program are regularly made regarding most other Federal and State grant making programs. Audits are part of the administrative/management process.

As usual if any person has evidence of waste, fraud, and abuse they have a responsibility to bring that evidence forth. Details should be reported to the Inspector General's Office.

SCHOOL CRIME AND VIOLENCE INCIDENTS
FOR THE
1994-1995 SCHOOL YEAR

o Denver, Colorado (August 1994): A math teacher suffered pain and could not eat solid foods after a student poisoned her. The 17-year-old allegedly placed three pellets of sodium hydroxide, used to clear clogged drains, in the teacher's water. The student was charged with two counts of first-degree assault. If convicted, he could face three to 30 years in prison for each count.

o Raleigh, North Carolina (August 1994): A fifth grade student was accused of threatening two schoolmates with a knife. The child allegedly approached two fourth-grade students on the school's playground during the school's open house and brandished a knife. One of the students was slightly injured, but not by the weapon. The student was suspended.

o Atlanta, Georgia (August 1994): A 13-year-old girl who brought a loaded pistol to school on the first day of classes was disciplined under the new state law that makes it a felony to carry a weapon to school. The seventh-grader was arrested after a loaded .380-caliber pistol was found in her purse. Another student reported hearing the girl talking about it. The student did not give any reason for bringing the gun or tell where she obtain it.

o Tampa, Florida (August 1994): Two 12-year-old boys accused of raping a 9-year-old boy were scheduled to stay home when school began, and was likely to be assigned to alternative schools. The alternative schools featured small classes, large doses of counseling and strict rules. The county grand jury indicted the two assailants with two counts each of sexual battery.

o San Francisco, California (August 1994): At least three students were stabbed with a needle by a classmate. The incident made parents worry that their children may have been exposed to hepatitis or the virus that causes AIDS.

o Hartford, Connecticut (August 1994): More than half of the regional school system's buses were damaged or destroyed by arsonists. The incident outraged townspeople and left officials to search urgently for replacements. The fire, estimated to have done as much as \$800,00 damage. It also destroyed maintenance trucks and damaged a shed in the bus storage area.

o Los Angeles, California (September 1994): A 15-year-old youth suffered a broken jaw, nose and several stab wounds in an attack. Three other students were attacked by 20 to 30 youths looking for a flyer party that never materialized. Two men were charged in the beating. A 20-year-old was charged with assault with a deadly weapon, causing great bodily injury and attempting to influence a witness. A 19-year-old was charged with causing great bodily injury, assault with a deadly weapon and attempting to influence a witness.

o Los Angeles, California (September 1994): A 16-year-old student, believed to be a gang member, was gunned down by three or four rival gang members who jumped out of their car on a busy avenue, fired one shot after a brief argument and fled. No arrests were made. The 16-year-old had been suspended from school for fighting.

o San Francisco, California (September 1994): Two teenage boys were wounded in a drive by shooting in front of a school. The two were sitting on the high school front lawn after classes ended when a car with four youths inside pulled up and opened fire.

o Raleigh, North Carolina (September 1994): Wake school administrators worked to beef up security after an apparently armed assailant slipped onto the school grounds and shoved, threatened and robbed a teacher in her classroom. The attacker ran from the room with items from the woman's purse and escaped into a nearby apartment complex.

o Seattle, Washington (September 1994): Two young men, were struck when someone opened fire on a group of teens standing across the street from the school. Both victims, 17 and 18 years old, were in satisfactory condition. The 18-year-old was shot in the hip, and the 17-year-old was shot in the shoulder. Police questioned three young men in a car shortly after the shootings and took one of them, an 18 year old, into custody.

o Brooklyn, New York (September 1994): Three days into a new school year, a 10th grader apparently smuggled a .32-caliber handgun past metal detectors, then shot and gravely wounded another student. The incident left one teenager in critical condition and another in jail. Police suggested that the shooting could have been an accident. The two teenagers were described as being friends.

o Prince George's County, Maryland (September 1994): Administrators conducting a random locker search at Frederick Douglass High School found a 9mm handgun. Police arrested 14-year old male student and a 15-year old who allegedly stole the gun from his father. This was the second gun found on school property since classes began earlier in the week. Last school year, 33 guns were found in Prince George's schools.

o New York City (September 1994): On the third day of the school year, a 10th grade student at Sheepshead Bay High School in Brooklyn shot and critically wounded another student at the school. The police said the assailant apparently smuggled a .32 caliber handgun into the building despite metal-detection systems. Davis Estrada 16 was accused of shooting Maurice Ferguson 15, in the left side of the neck in a school vestibule. Police feel the shooting may have been an accident.

o Howard County, Maryland (September 1994); A Howard County teacher was robbed, hit over the head twice and stabbed in the stomach with a steak knife in her school office early at 6:45 a.m. Kathleen Johnston, a health education teacher is in stable condition. She was unable to tell police whether her attackers were students or intruders to the school.

o Chicago (September 1994): The Chicago Board of Education changed its mind and said a teacher who was shot while saving children from a gunman's bullets was entitled to workers compensation after all. The School Board said it would drop its appeal of an arbitration ruling granting \$13,447 to Clarence Notree. The board had originally rejected his claim and argued that saving children's lives was not part of his job. Notre was running basketball drills with about 30 children in September 1991 when the gunman burst into the gym at Woodson North Elementary School and started shooting. The teacher spread his arms and was shot in the wrist while pushing the children to safety. Notree lost 20% of the use of his right wrist and has trouble swinging a baseball bat and playing some sports.

o Anne Arundel County, Maryland (September 1994); Three high school teachers and six students were injured after a hallway fight that witnesses described as racially charged. The brawl erupted about 10:30 am in a locker area at Meade Senior High School and involved eight to 12 students. Some witnesses said that as many as 30 students were exchanging blows and that as many as 100 stood watching. School officials said they were not sure if the fight was racially motivated.

o Madison, Wisconsin (September 1994): A teenage boy woke up to his 15th birthday at the juvenile detention center in La Crosse after allegedly punching the principal of Northwestern High School in Maple. The youth went to the high school to get a phone number from his cousin, a freshman at Northwestern. The two boys used profane language and the principal threatened to suspend the cousin. After passing words with the principal, the student threw his notebook at the ceiling while his visiting cousin punched him. Both students were picked up a few minutes later walking down the road.

o Fort Lauderdale, Florida (September 1994): Deputies arrested two teens for stabbing a Boy Anderson High School student at the Lauderdale Lakes school. An 18- and a 16-year-old were arrested

in connection with the stabbing of a 17-year-old junior. The two suspects fled the fight scene and went into hiding. The victim was treated and released for a one-inch gash in his chest and a long, shallow slash in his back. The reason for the stabbing was unclear.

o Sacramento, California (September 1994): Nineteen-year-old Florin High School student was shot and killed only hours after his suspension from school. Sacramento County sheriff's deputies arrested a 15-year-old boy on a charge of murder. The suspect and an alleged 14-year-old companion both face charges in an earlier, unrelated shoplifting attempt, according to reports. The victim was stopped at Darla Way and Hemingway Drive when two young men strolled up to his car. One young man apparently shook hands with the victim and then shot him several times with a pistol. Both suspects were apprehended.

o Salem, Orleans (September 1994): Two 14-year-old boys was accused in the shooting of a fellow student at Sweet Home High School. According to the police, the shooting resulted from an earlier confrontation. The assailant followed the victim and shot him in the back with his father's .22-caliber semiautomatic pistol. The victim recovered from his wounds following surgery. One of the assailant was charged with the juvenile equivalent of attempted murder, assault and unlawful use of a weapon. The other one was charged with conspiracy to commit murder, attempted murder and assault.

o Boston, Massachusetts (September 1994): A racial slur sparked a furious brawl involving up to 30 white and Asian youths in which school police officers were assaulted. It was unclear why the fight started and also unclear what took place. Three young men suffered serious head and facial injuries in fighting that involved a baseball bat, a golf club and bricks just 15 minutes after school ended. The Vietnamese freshman was walking with a female friend when he was attacked.

o Chicago, Illinois (September 1994): In September, a 12-year-old boy pleaded guilty to criminal sexual assault in Juvenile Court and was sent to a juvenile detention center. According to a complaint filed by lawyers for a 9-year-old girl, the boy forced the girl to crouch under a desk during class and perform oral sex while the substitute teacher sat a few feet away. The girl is seeking damages from the Chicago Board of Education for failure to prevent the assault and protect her from a student known as dangerous; the boy was known for threatening students and getting into fistfights.

o San Francisco, California (October 1994): Police arrested one Richmond youth and searched for another in connection with a gun battle at Kennedy High school that caught students in a spray of bullets, seriously wounding one and sending dozens of others running for their lives. Two students were injured. One, a 13-year-old boy, was hospitalized with a serious gunshot wound to the back. The other a 15-year-old boy, suffered a scraped left shin, either from bullet fragments or from hitting something as he scrambled for cover.

o San Francisco, California (October 1994): An unidentified gunman sprayed 20 bullets into a group of Kennedy High School students in Richmond while they stood outside on a basketball court awaiting orders from their gym teacher. Two of the 40 students on the grounds were wounded. One of the bullets struck a 13-year-old freshman. Another boy, a 15-year-old freshman, was not seriously injured when a bullet fragment grazed his shin. The gunman apparently snuck onto school ground through a missing gate along Berk Avenue near 41st street. The suspect emptied at least 20 rounds into crowd shortly before 1 p.m. and then fled. This shooting was the first at the 900-student campus since January 1993. That incident prompted the school district to install metal detectors at its five high schools and five junior highs. Before the detectors were installed, 47 weapons were seized in the district in one school year. After the installation in November 1993, 24 weapons were seized.

o San Francisco, California (October 1994): Officials were beefing up security as police searched for a young gunman who open fire on 40 freshman and sophomores lined up for a gym call, injuring two of them. investigators had identified no suspects or move in the shooting by a man who lay on his stomach on a school tennis court and fired about 20 round form a handgun at students. Witnesses described the gunman as 17 or 18 years old, wearing a checkered shirt with light-colored shorts to the knees.

o San Francisco, California (October 1994): Two teens died just before their birthday. Two weeks shy of an 18th birthday, one was felled by a single bullet to the head when he came to the aid of a friend. The other died from a single gunshot wound to his head, two weeks shy of his 17th birthday. The youth was accidentally shot by his best friend who planned to use the gun to protect them from a group of bullying teens.

o Los Angeles, California (October 1994): Two Grant High School juniors were stabbed and a 16-year-old student was shot near the campus apparently because of animosity between Armenian and latino students that led to scattered after-school fighting. Two boys of Armenian descent who were stabbed several times as they walked to their cars were being held overnight for treatment and listed in fair condition. A third student, a Latino who was shot in the calf in a drive-by shooting about 10 minutes after the stabbing, was in satisfactory condition. No arrest were made.

o San Francisco, California (October 1994): A dance at Balboa High School turned into a bloody race-related melee as an estimated 300 youths brawled on the street outside the school, putting at least one boy in the. About 300 African-American and Filipino-American youths clashed. Several students there attributed to tensions on campus between the two groups. One boy was knocked unconscious and was bleeding on the sidewalk in front of a home on Cayuga Avenue.

o Oakland, California (October 1994): Police arrested a 16-year-old Richmond boy accused of shooting into a crowd of Kennedy High school students while his intended target fired back using innocent bystander as shields from gunfire. Two rival groups of teen-agers faced off on school grounds.

o Woodland Hills, California (October 1994): A Tropico Middle School teacher was found guilty of molesting a former student but the jury could not agree on charges that he also molested the teen-age boy's younger brother. He could face five years, eight months in prison for his Kern County Superior Court conviction of four felony counts of lewd and lascivious acts with a child 14 or 15 years old and a felony count of exhibiting lewd materials to a child.

o Oakland, California (October 1994): A high school student was stabbed to death and another wounded during a brawl that apparently began on campus and escalated after school a few blocks away. No weapons were recovered. Investigators had not identified a killer or determined whether it might have been a gang-related altercation or a kid fight that got out of hand.

o Newark, New Jersey (October 1994): A 15-year-old Rahway High School student was charged with slashing another student's face. The incident involving two ninth grade girls resulted from a seventh grade dispute over an ex-boyfriend. The victim had lacerations to her face, near her lip and chin, another cut to her right arm and two cuts on her left hand. The suspect was arrested, taken to police headquarters, and charged with aggravated assault and weapons possession.

o Raleigh, North Carolina (October 1994): A 16-year-old student was arrested after allegedly pointing a gun at another student at school. He was charged with possessing a weapon on school grounds. Two students reported the incident to the principal. After identifying the student in class, the principal and two security officers took the student into the hallway and searched him. The student was also suspended for 10 days pending suspension for the rest of the school year.

It was the second incident this year involving a gun. In another incident, police arrested two people on charges of possessing a weapon at the school. A security guard saw someone who was not a student drive onto campus and hand a pistol to a student.

o Bridgeport, Connecticut (October 1994): A 17-year-old student was suspended from school and recommended for expulsion after he was arrested for displaying a .22-caliber semi-automatic handgun at a Southern Connecticut Conference Cross Country Championship sports event. He was charged with possessing a firearm on school grounds, carrying a pistol or revolver without a permit and breach of peace. He was believed to have been a spectator at the event.

o Newark, New Jersey (October 1994): A Clifton High School teacher received 23 stitches to the back of the head after allegedly being pushed to the floor by a 17-year-old student in his class. The student asked the teacher to use the bathroom. When the teacher said no, explaining that another student was already out with the bathroom pass, the student "pushed the male teacher, who fell out of the doorway". The teacher was treated at the General Hospital Center of Passaic and released. The student was charged with second-degree aggravated assault.

o Boston, Massachusetts (October 1994): Thirteen students were suspensions were downplayed by the principal of Newton North High School for hazing. Eight girls were suspended for five days from the school after allegedly coaxing three freshman girls into woods near the school and kicking and punching them repeatedly. None of the victims were hurt seriously. Five students were also suspended for several days for allegedly hitting and kicking a freshman the month before.

o Los Angeles, California (October 1994): Skirmishes erupted just outside Van Nuys high school gates, leading to two stabbing and a shooting. The melee involved between 50 and 100 students. Animosity between Armenian and Latino students had been growing since a fight broke out the week before. Two Armenian juniors suffered multiple stab wounds as they left the campus. A 16-year-old Latino boy was wounded in the calf in a drive-by shooting three blocks from the campus about 10 minutes after the stabbing. He was listed in stable condition.

o Boston, Massachusetts (October 1994): Five teachers at a Fall River high school were injured when they tried to stop a fight involving several dozen students, 23 of whom were arrested by police. The altercation at BMC Durfee High School began as a dispute between two youths and rapidly escalated as a police officer posted at the school and a half dozen teachers intervened. The five teachers were treated for minor injuries and released.

o Baltimore, Maryland (October 1994): A librarian and an art teacher were injured as they tried to break up a student brawl at Meade Senior High School. Five students received minor injuries in the fracas. The fight was racially charged. No arrest were made.

o Detroit, Michigan (October 1994): Two 18-year-old, Detroit

gang members, shot and seriously wounded a 17-year-old Cody High School senior. The senior was walking with a friend to a bus stop when he saw the two men standing outside a party store. He had been taking his MEAP test at the northwest Detroit school. The two men, former Cody students, who had argued with the victim, chased victim back toward the school. While running, one of the men fired about 15 shots from a 9 mm gun, hitting the senior in the buttocks several times before he collapsed at the rear of the school. The shooting left Brown in serious condition. The two suspects were placed in police custody and expected to be charged with assault to commit murder.

o San Francisco, California (October 1994): A 15-year-old Menlo Park boy who fatally shot a classmate who pulled a BB gun on him has been ordered to serve six months in a juvenile camp. The juvenile defendant said he fired a single shot in self-defense after a classmate with whom he had been feuding, pulled a BB gun. Prosecutors dropped murder charges against him after a key witness disappeared. The teenager later pleaded no contest to possessing a gun at school and brandishing a gun at the victim's friends in the days before the shooting.

o New York, New York (October 1994): A 17-year-old baseball star was stabbed to death in a crowded hallway at Mount Vernon High School this morning in the aftermath of a dispute that apparently involved two other students. The victim may have been a bystander who got caught in the wrong place as a fight between two other students spilled into the second-floor hallway.

o Norfolk, Virginia (October 1994): A Kempsville High School geography teacher was arrested and charged with asking a 16-year-old female student to pose for nude photographs. He made the suggestion to the student after asking her to talk with him after class. Teachers accused of such a crime usually are suspended until the outcome of the trial.

o San Francisco, California (October 1994): Crime spree leaves youth dead and in jailed. A 17-year-old was shot to death and his 18-year-old friend critically wounded, the result of a "grudge that got out of hand. A 14--year-old freshman, a boy who'd had prior contact with police, was found beaten to death in Lincoln Park. A 10-year-old was found shot in the head and left for dead in a field in Fremont. His three friends, ages 10 to 14, said they stole a 9mm semiautomatic handgun and shot him because he had burned one of them with an incense stick.

o Riverside, California (October 1994): A 16-year-old was stabbed in the lower back during a fight in the bus loading area at Coachella Valley High School. The fight involved up to six students. The victim was treated for a minor stab wound and was later released. A 16-year-old male student was arrested on suspicion on assault with a deadly weapon and was later released to his parents.

o Woodland Hills, California (October 1994): Two Grant High School students were stabbed and another student was shot after a campus gang related melee. The stabbing took place a block from the school, and the shooting occurred several blocks from campus. Police were called to the campus to break up the fight that involved 50 to 100 students. The 15- and 16-year-old boys, both juniors, were stabbed three times in the back. They were treated for superficial wounds and were in stable condition. Around the same time of the stabbing, two 16-year-old boys who attend the school were walking down the street when shots were fired from a black Nissan hitting one of the students in the leg. The shooting victim was also in good condition. The fight resulted from tensions between Armenian and Latino gangs.

o Prince William County, Virginia (October 1994): Two Prince William County teachers were assaulted and four students arrested when two fights erupted between rivals at Potomac High School. Police said the fights, which began minutes before school started and involved about 10 students, were a continuation of fighting that began the night before at the school's pep rally. The two teachers were assaulted when they tried to break up a fight between the two groups. Also, police reported that a school bus driver was hit on the head and kicked in the knee after she stopped her bus to stop a fight between two middle school students. The driver suffered torn knee ligaments.

o Mt. Vernon, New York (October 1994): A lawyer for the 17-year old student charged with fatally stabbing another student at Mount Vernon High School said that his client had acted in self defense after being attacked in a hallway. The Chief of Police state that it was not clear whether the victim Shebule Jackson, had been one of at least four youths who had accosted the suspect, Hopeton Minnott. The victim was a star center fielder on the school baseball team. Chief Craparo said that in the moments before Mr Jackson was stabbed, Mr Minnott was cornered against a wall by his attackers, knocked to the ground and slashed with a knife wielded by someone Mr. Minnott has been unable to identify. Mr Minott wrested the knife away and moment later stabbed Mr Jackson three times in the neck.

o Washington, DC (October 1994): Four people were stabbed, one critically, and a District police officer was injured when the homecoming dance at Spingarn High School ended in a massive brawl sparked by a planned attack on two of the victims. Two of the injured were taken to Washington Hospital Center, where one was listed in critical condition and the other in serious but stable conditions--both males suffered multiple stab wounds to the chest. The other two victims, also male, suffer minor stab wounds. The incidents occurred about midnight, when the dance, held in the school cafeteria, was about to conclude. As the lights dimmed for the final dance, several people drew knives and forced two of the victims into a restroom. They were the most seriously injured. Officials don't know whether the incident occurred because of something that happened during the dance or

before. After the incident the students filled the parking lot where several fights broke out.

o San Francisco, California (November 1994): A teenage girl who was found unconscious in a San Leandro schoolyard with a gunshot wound to the head died. The girl was 15-year-old and a 10th grader at San Leandro High School. The girl was discovered after a security company reported an alarm at the day care center at the school.

o Los Angeles, California (November 1994): Three Chatsworth High School students were burned, one seriously, after a student apparently used a cigarette lighter to ignite some rubber cement during a photography class. A 14-year-old girl was in serious but stable condition. The ninth grade student suffered second- and third-degree burns over 22% of her body, mostly on her back and legs. Also, a 15-year-old boy suffered first- and second-degree burns and a 17-year-old girl had first-degree burns on her hands.

o Woodland Hills, California (November 1994): Adam Hagel's lunch-hour soccer game was painfully interrupted when the 12-year-old was cut and bruised by a shot from a pellet gun. A 14-year-old was playing with his pump BB gun in his backyard, adjacent to the campus. A pellet passed through the chain fence and hit the victim in the shoulder, penetrating through a T-shirt and an outer shirt to cause a bruise and slight cut. He was arrested on suspicion of assault with a deadly weapon in the case and released into his parents' custody.

o Anchorage, Arkansas (November 1994): A 17-year-old high school student got up from his seat on a crowded school bus and pounded two boys in the head with a hammer. The bus driver tried to stop the attack. Eventually, the boy with the hammer quit the pounding. Then he walked away, threw the hammer underneath some seats, and he sat down like nothing had happened. The youth was arrested and charged with two counts of attempted murder and two counts of assault. The injured students were treated by a school nurse.

o Los Angeles, California (November 1994): An Aliso Niguel High School junior, distraught over a breakup with his girlfriend, put a gun under his chin and fired in front of her and other classmates, but survived. The 16-year-old boy was in critical condition after the bullet went through his mouth and out the base of his nose. He is likely to need extensive reconstructive surgery. Authorities said the boy went home from school the morning after the breakup and returned with a .45-caliber, semi-automatic handgun.

o St. Louis, Missouri (November 1994): A 6-year-old girl, angry after being shoved, got a steak knife from home and stabbed a 10-year-old girl in the back. Authorities said the knife had punctured one of the girl's lungs. She was in critical but stable condition. A St. Louis Juvenile Court officer turned the 6-year-old over to her mother.

o Folkston, Georgia (November 1994): A military shell exploded while being passed around a high school music appreciation class injuring 12 students, three critically. The blast was felt for a quarter-mile. Twenty-five students were in the class in a band room at Charlton County High School when the 60 mm shell was dropped and exploded. The shell was brought to school by a student.

o Prince Georges County, Maryland (November 1994): A 14-year old student at Bowie High School was arrested at the school for allegedly carrying a loaded handgun. A security officer stopped the student about 4:30 pm as he was about to board a school bus to go home. Authorities seized a 9mm semiautomatic pistol. It was the fourth time this school year that a student in Prince Georges was charged with bringing a gun to school. Last year 33 guns were found in Prince Georges Schools.

o Boston, Massachusetts (November 1994): A 15-year-old student was arrested at Brighton High School after school police found a loaded semiautomatic handgun tucked in his waistband and a bag of marijuana in his pocket. Officers pulled the student out of his second-period math class and frisked him. They found a .380-caliber handgun loaded with six bullets. They also found \$10 worth of marijuana and a folding knife with a 4-inch blade.

o Denver, Colorado (November 1994): A former high school wrestling coach admitted he sexually assaulted a female student on the Sheridan High School wrestling team. He offered a ride home to the girl, 14, after a wrestling tourney. At her home, he "tackled" her against the door and sexually assaulted her. He also admitted he made advances to the girl following team practice.

o Orlando, Florida (November 1994): A 15-year-old Lyman High School student has been charged with dragging another student into a bathroom and beating him for his lunch money. Five other students are suspected of helping beat and rob the victim of \$1.50 in change. The victim was pulled into a school restroom by a group of boys. One student punched the boy while the others took the change from his pocket. The victim reported the attack to school administrators.

o Orlando, Florida (November 1994): Three students, described as meatheads, were charged with a frenzied vandalism spree at South Sumter High School that caused nearly \$400,000 damage. The trio, including a 18-year-old ninth-grader, was mad about being disciplined at school and "just went crazy". Police received a tip from the brother of one of the suspects. Virtually everything glass in the school was smashed, along with 75 computers and several television sets. Book shelves were tipped over, fire extinguisher empties and walls splattered with paint.

o Dallas, Texas (November 1994): A Cedar Hill Fight Grade Center student was charged with deadly conduct for allegedly pointing

and waving a sawed-off shotgun at a school bus carrying a bus driver, her aide, and two students. The 14-year-old male student allegedly caused a disturbance on the bus by tripping a fellow student. The bus driver confronted the student, who then began cursing at the driver and her aide. When the bus made its stop at the student's home, the bus driver asked the student to get his mother so she could tell her about the incident. While the mother talked with the bus driver, the student went into his house and retrieved what appeared to be a sawed-off shotgun.

o Baltimore, Maryland (November 1994): A 16-year-old teenager who shot a teacher was convicted in November of assault with intent to murder and other charges. The kindergarten teacher was shot in the face with a .45-caliber handgun during a carjacking. The assault occurred after school. A year later, the teacher is still undergoing reconstructive surgery; she still cannot chew with her front teeth.

o Wickliffe, Ohio (November 1994): A 37-year-old man was charged with murder and attempted murder in the killing of a custodian and the wounding of three other men at his childhood middle school. A police officer and a teacher were in critical condition, and an assistant principal and the gunman also were wounded. The man's stepmother says he has been diagnosed as a paranoid schizophrenic.

o Durham, North Carolina (December 1994): A middle school student was slashed several times with a box cutter after an argument near the school cafeteria. She required at least 25 stitches to close the wounds, including a cut at least 7 inches long on her back, after the assault. Prior to the slashing, the victim allegedly struck the suspect. The victim, even after she was injured, tried to restart the fight as she was walking past the detained suspect.

o Easton, Pennsylvania (December 1994): A 10-year-old boy has been charged with assaulting a teacher and student at an elementary school. He and another boy were fighting as they got off a bus at the school. As the teacher restrained one boy, the Easton boy punched her in the face and the student in the upper arm. In November, the boy refused a male teacher's orders to remove his hat and swung a fist at the teacher which was blocked. The boy faces charges of aggravated assault, simple assault, and disorderly conduct for both incidents.

o Keizer, Oregon (December 1994): Two fourth-grade girls suspected of plotting to stab their bus driver have been suspended from the elementary school and face expulsion; one of the girls had brought a butcher knife to school. Police charged the 10-year-old girls with conspiracy to commit first-degree assault. The girls were angered when the driver told one of them, who was misbehaving, to sit in another seat.

o Salem, Orleans (December 1994): Two youths accused in a shooting of a Sweet Home High School student appeared in court to admit to lesser charges reached in plea-bargaining. Joshua Rund and Jedediah Childress, both 14, appeared before Judge James Goode in Linn County Juvenile Court. Rund admitted to a charge of first degree assault with a firearm. The state dismissed charges against him of attempted murder and conspiracy to commit murder were dropped. The shooting stemmed from an argument at school.

o Alexandria, Virginia (December 1994): A screaming 15-year old girl with a knife ran through the halls of a an Alexandria school looking for the assistant principal who had disciplined her earlier in the day for smoking marijuana. The ninth-grader at Minnie Howard School was arrested and charged with brandishing a 2.5 inch knife. No one was injured.

o San Jose, California (December 1994): A 17-year-old Independence High School student was arrested for firing a shot at another student on the San Jose campus as classes were being dismissed. No one was hit as students streamed out the gates. The suspect allegedly fired at another 17-year-old student whom he and a group of friends had just confronted and another teen hit the student, cutting his face and nose. As the attackers sped off in two cars, the youth who was arrested fired another round at the group.

o Jackson, Mississippi (December 1994): More than half of Fayette County's 4,500 public schools students and most students at a county private school stayed home after an anonymous flier was circulated hinting of violence at the schools. Sheriff's deputies were posted at each of the county's nine public schools and the private schools. No violence occurred, but one high school student was turned over to juvenile authorities after a shotgun was found in his truck, and five classrooms at the high school were flooded after someone apparently tampered with a sprinkler system.

o Woodland Hills, California (December 1994): Three youths pleaded not guilty to felony charges of extorting and robbing money over the past month from fellow students at Canyon High School. The three students were arrested after a parent of one of the victims reported the matter to school administrators. The youngest defendant is accused of trying to extort \$500 from a freshman at the school in the largest extortion.

o El Paso, Texas (December 1994): Two male Jefferson High School students were stabbed on school grounds. The victims, whose names weren't disclosed because they are juveniles, were stabbed by two other male youths who aren't enrolled at the school. Both victims were taken to the hospital, where they were in stable condition. No arrest were made.

o Miami, Florida (December 1994): Two Homestead High School students were critically wounded in the school's parking lot in what may have been a drive-by shooting. One was shot through the face area or jaw bone, and one was shot in the shoulder. Three juveniles were later taken into custody. The students, ages 16 and 18, were taken to Jackson Memorial Hospital where they were in critical but stable condition.

o Harlingen, Texas (December 1994): A 15-year-old high school student was arrested for firing a stolen gun in a crowded classroom. After showing it to another student, he put it in his pocket and when he tried to pull it out again, it fired inside his pocket. The bullet barely missed the freshman thigh before it hit the floor, ricocheting three times before splitting in half. The gun was a .22-caliber semi-automatic pistol stolen during an auto burglary. No injuries were reported. The student who fired the gun was charged with possession of a stolen weapon and possession of a firearm at school, a third-degree felony that's also a federal offense.

o Fresno, California (December 1994): Ten suspected gang members, eight boys and two girls, were arrested after four Madera High School security guards were beaten and kicked. Each will face three felony criminal charges connected with the assault: battery, threatening school officials and gang affiliation. The unarmed campus guards were injured trying to defuse a schoolyard confrontation between two Hispanic gangs. When 12 other students disrupted classes later in protest of the

arrest, those students also were arrested.

o San Francisco, California (December 1994): A 16-year-old Redwood High School student was in custody on attempted-murder charges after allegedly attacking another student with a ball peen hammer. A 15 year old boy was leaving a classroom when the suspect allegedly ran up as struck him in the head and face until the hammer broke in half. The victim lost several teeth and was severely cut on the lip.

o Seattle, Washington (December 1994): Federal Way students were involved in about 700 more reported incidents of assault, burglary, vandalism, arson and other criminal activity this year than last year. While total incidents went from 2,360 last year to 3,079 this year, arrests of students jumped from 53 to 150. More than a quarter of the arrests were for misdemeanor assault, followed in frequency by trespassing and malicious mischief. Other arrest this year included two for sexual assault and four for serious felony assaults.

o Oakland, California (December 1994): An apparently distraught student swinging a hatchet slashed four people at a Warm Springs automotive school and held police at bay for an hour before he was subdued and arrested. According to a family member, the assailant recently lost his job in the automotive department Walmart, but did not appear upset about it. He was also put on school probation for missing more than 18 hours of class in a six-week period.

o Los Angeles, California (December 1994): One of two Agoura High School students who sheriff's deputies say set fire to another student has been expelled. The youths were standing behind the victim in a lunch line when one of them held out a cigarette lighter and ignited his shirt. The action was a prank. The victim suffered second-degree burns to his back and buttocks.

o Sacramento, California (December 1994): Ten male students and nine adults were arrested and charged with selling illegal drugs following a four-month undercover operation at Lodi's three high schools. Two undercover officers posing as students estimated that in some cases, up to a third of the students in classes of 30 were buying marijuana or methamphetamine. The investigation, a joint effort of the Police Department, the Lodi Unified School District and the Western States Information Network, was requested by the district Superintendent.

o Santa Ana, California (December 1994): Police arrested four Sonora High School students and two adults capping an undercover operation in which a police officer posing as a student bought marijuana and methamphetamine. A 25-year-old undercover officer had attended the school as a senior and got to know students who were believed to be involved with drugs. The investigation, requested by officials with the Fullerton Joint Union High School District, turned up less drug dealing activity than expected.

o West Palm Beach, Florida (December 1994): An assistant principal at Omni Middle School is considering pressing charges against a student who punched her, breaking her collarbone. The incident occurred after the assistant principal had just stopped a fight in the school's cafeteria between two female students. As she walked the student out of the room, the youth hit her. The student faced a ten to thirty day suspension.

o Newark, New Jersey (December 1994): A 57-year-old staff member was beaten with his own cane when he tried to stop a youth who was assaulting his own girlfriend. The attendance counselor was treated for cuts and bruises to hp face and eyes. Police arrested two Newark brothers, 15- and 18-years-old, who were charged with assault. Witnesses said the incident began when the 15-year-old boy attacked his girlfriend, a tenth grader.

o Lake Oswego, Oregon (December 1994): An argument between two visiting 17-year-old boys and sophomore students at a high school resulted in a gun clattering to the school floor. After marijuana was found in the car the visiting boys had driven, teenager was arrested on accusations of possessing a firearm in a public building, criminal trespassing, and possession of a drug. This was the first gun discovered at the school.

o Long Beach, California (December 1994): A male student was shot repeatedly in a park behind a high school; his teenage assailant was armed with a semiautomatic handgun. He underwent surgery for internal bleeding from at least three gunshot wounds to the face and body. He was listed in serious condition, but doctors believed he would survive.

o San Jose, California (December 1994): Five teenagers suspected of setting a \$2 million blaze that severely damaged a San Jose elementary school were in custody Thursday; the district began pondering where to teach the 500 students that the fire displaced. The blaze went to six alarms, and 90 firefighters were called in to battle the fire. Quick work by a police officer was credited with leading to the arrests of the three 14-year-old girls and two 15-year-old boys.

o Boulder, Colorado (December 1994): A 14-year-old high school student was arrested on suspicion of taking a .357-caliber pistol to school and talking about shooting another girl. She was charged with three misdemeanor counts of handgun possession. The girl is the first juvenile female to face charges of illegal handgun possession in Boulder County.

o Deerfield Township, New Jersey (December 1994): A 17-year-old youth was arrested on five charges of pulling a gun on a fellow student at a public school. The allegation is that he drew a .22-caliber semiautomatic and threatened to kill the other student during an altercation; the pistol was loaded with six rounds. The weapon's serial number had been defaced.

o St. Louis, Missouri (January 1995): A 15-year-old freshman girl was beaten to death in a restroom while classes went on around her. Another student, also a freshman, has been arrested and charged with her killing.

o Redlands, California (January 1995): A 13-year-old student left school after a talk with his principal, got a 12-gauge shotgun, and shot the principal in the face and shoulder as young students and a secretary looked on. Moments later, the youngster shot himself in the chest and died on a walkway out of the school. It was not clear whether he meant to kill himself. The principal was hospitalized in fair to good condition after reconstructive surgery of part of his jaw and shoulder.

o Riverside, California (January 1995): A small pipe bomb exploded in district headquarters. Police determined that a small, plastic pipe bomb had exploded sometime during the night. The only damage was to the carpet.

o Paterson, New Jersey (January 1995): An attack in the hallway left one student with 15 stitches in his head and four others facing criminal charges. The incident occurred as students were reporting to homeroom. One of the youths had a blunt object, possibly a lead pipe. Earlier in the year, a maintenance worker was hospitalized after he was beaten and robbed outside the auditorium. Last year, a fire was set in the middle of the school day.

o West Palm Beach, Florida (January 1995): A female student walking between buildings during school was dragged into a portable toilet and raped by four male students. All four boys - a 19, 18, and two 17-year-olds -- were charged with sexual battery. Two boys forced her into the small toilet, where two other boys were waiting; she was ordered to undress and then each boy raped her.

o Cherry Hill, New Jersey (January 1995): Six high school students were arrested after a fight broke out in a corridor at the high school. All of the students face disorderly person charges after the melee. One student was also charged with possession of a controlled dangerous substance after police found he was carrying marijuana.

o Camarillo, California (January 1995): A six-year-old Camarillo kindergartner held a teacher and her assistant at bay with a pair of scissors during a brief classroom rampage sparked in protest of his being ordered to the principal's office. The police stated that they had never heard of such an action by a child so young.

o St. Louis, Missouri (January 1995): A 16-year-old girl stabbed another girl in the abdomen and a teacher was cut breaking up the fight between two teenage girls. The stabbing victim was

reported in serious condition; the police said the injury wasn't life-threatening.

o Seattle, Washington (January 1995): A 15-year-old high school student has been charged with second-degree assault for allegedly stabbing another student during a lunchtime argument. The victim was taken to the hospital for wounds to his stomach and hand. The alleged attacker was soon apprehended.

o Sacramento, California (January 1995): Sheriff deputies used pepper spray to break up a cafeteria fight at a high school, sending nine students to the hospital. More than 50 officers from four enforcement agencies responded to the morning melee. The spray was used after some students actually assaulted the deputies.

o Fort Lauderdale, Florida (January 1994): A 15-year-old student shot himself in a crowded school walkway. He was taken to the hospital and was in critical condition with a gunshot wound to the head.

o Los Angeles, California (January 1995): Police arrested a 16-year-old boy on suspicion of sexually assaulting a 5-year-old girl in a bathroom at an elementary school. The attack lasted five minutes, and the door to the bathroom remained open the entire time. The girl was in the hospital for two days.

o Sacramento, California (January 1995): A high school student with a loaded pistol was wrestled to the floor by campus monitors in what police described as a "very dangerous" incident. No one was injured. Security officers recovered a loaded .25-caliber, chrome-plated, semiautomatic pistol. Seven guns have been taken from district students since the beginning of the school year. The student will be automatically expelled.

o Salem, Oregon (January 1995): A high school student was arrested shortly after lunch after a small-caliber pistol was found on him. No one was harmed, threatened, or menaced. The incident was isolated, stated the principal. The school district has a zero-tolerance policy for possessing weapons. There is a standing \$100 reward for information leading to the identification and arrest of anyone in possession of firearms on school grounds or at school activities.

o Garner, North Carolina (January 1995): A 16-year-old student faces possible long-term suspension and a felony charge after police said they found him with a handgun at school. The weapon was an unloaded .32-caliber handgun.

o Corbett, Oregon (January 1995): On his first day as community resource officer, a policeman noticed a knife peeking out from under a student's pant leg. The 15-year-old student resisted handing over the weapon, popped open the sheath holding the knife, and scuffled with the officer. The officer was able to

get a hold of the knife and arrested the student on charges of carrying a concealed weapon and resisting arrest.

o Newark, New Jersey (January 1995): A 17-year-old student faces expulsion pending the outcome of criminal charges for bringing an unloaded .22-caliber semiautomatic handgun to school. Police found the handgun while searching the student's gym locker while he was in a physical education class.

o Rossmoor, California (January 1995): A third-grade student was suspended for 3.5 days and ordered to do two weeks of community work for bringing bullets to school and giving them to friends. The student was suspended and not expelled because the incident did not constitute a violation of the district's zero-tolerance policy against weapons.

o Port Isabel, Texas (January 1995): A student caught carrying a gun at the junior high school was expelled. The principal hopes students get the message that guns in school will not be tolerated.

o Chicago, Illinois (January 1995): (From a New York Times article). A Chicago public school classroom was apparently the scene of a disturbing assault last winter that raises questions about the duty of teachers and schools to protect students during school hours. According to a complain filed by lawyer for a 9-year old girl, a 12, year old boy forced the girl to crouch under a desk during class and perform oral sex while the substitute teacher sat a few feet away. The boy, who was know for threatening teachers and getting into fistfights, denied the accusations but last September pleaded guilty to criminal sexual assault in Juvenile Court. The matter is now in Cook County Circuit Court, where the girl is seeking damages from the Chicago Board of Education for failure to prevent the assault and protect her from a student known as dangerous.

o Little Rock, Arkansas (January 1995): A former teacher's aide was convicted of assault after admitting that she told her fifth-graders she wouldn't interfere if they beat a student who was disturbing the class. She was found guilty and sentenced to 90 days in jail. Pupils said Howard, who was working as a substitute teacher's aide laughed as four to 10 students joined in the December beating of 11-year old Eugene Pitts. He required treatment for injuries to his nose and ribs.

o Chadron, Nebraska (February 1995): Social studies teacher Andy Pope was rushed to a hospital after being shot by a student in a Middle School classroom. Pope, 35 was in good condition with a wound in his upper chest. Motive: unknown, Authorities said there were no previous problems between Pope and the seventh-grader, whose name was withheld. The boy was taken to a juvenile jail. Pope also coaches high school basketball in the community.

o Waggasman, Louisiana (February 1995): Emeku White, aged six, was suspended from kindergarten in the New Orleans suburb of Waggaman, LA for carrying a 10-inch butcher knife to school to protect herself against an older student she said threatened to kill her.

o Prince Georges County, Maryland (February 1995): A five-year old boy was taken into custody after he took a fully loaded .380-caliber semiautomatic handgun to his elementary school. The kindergarten pupil took the weapon to Princeton Elementary School in his bookbag and was showing it to two other boys in the back of a classroom when a teacher walked up and asked what they were doing. When the boys turned around, one of them was holding the handgun. The boy was taken to the Oxon Hill District Police Station, where he, his mother and her 11-year old daughter were questioned. The mother was charged with two counts of a state law against allowing a minor to have access to firearms.

o Washington, DC (February 1995): Two teenagers injured each other during a knife fight yesterday at Spingarn High School. Authorities said the two had managed to bring knives into the school despite the fact that Spingarn is equipped with metal detectors. Both youths were admitted to the hospital with wounds that were not life threatening. In another incident police arrested a 16-year old at Eastern High School and charged him with possession of crack cocaine and PCP with intent to sell.

o Brooklyn, New York (February 1995): A 13 year-old girl slashed a 13-year old boy in the face with a razor as they fought over a jacket in a corridor of a junior high school. The boy suffered a wound above his right eye was reported in stable condition. The razor used by the girl was a box cutter. The school where the incident occurred did not have any metal detectors.

o Evanston, Illinois (February 1995): A 15-year old boy was hospitalized in fair condition after he was shot in the back by a gun that accidentally discharged while the youth was eating lunch in the cafeteria of the Evanston High School. A small caliber handgun went off when a bookbag, where the gun was located, was dropped. Between 200-300 youth were in the cafeteria at the time of the incident.

o Washington, D.C. (March 1995): A 14-year old District youth, pleaded guilty to second-degree murder in the January killing inside Cardozo Senior High School. The 14-year old, charged as a juvenile, showed little emotion as he answered with a simple "yes ma'am" several times to questions about whether he fully understood what he was doing. Few details were provided regarding the shooting. It was learned that another youth handed the gun to the youth who was found guilty. The associate was arrested in California. Anton Hall the 16-year old shot inside Cordozo High School was shot three times. A .380-caliber pistol was used in the shooting.