

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Youth Violence Experts list (partial) (3 pages)	04/23/1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Eric Morse (Events)
OA/Box Number: 21192

FOLDER TITLE:

School Violence 04/24

2011-0619-S

rc307

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

April 23, 1998

SCHOOL SAFETY MEETING

DATE: April 24, 1998
LOCATION: The Cabinet Room
BRIEFING TIME: 3:45 pm - 4:00 pm
EVENT TIME: 4:00 pm - 5:00 pm
FROM: Bruce Reed/Rahm Emanuel

I. PURPOSE

As you suggested after the Jonesboro shooting, you will meet with a panel of experts on school safety and youth violence to discuss the recent school shootings and ways to prevent similar tragedies in the future.

II. BACKGROUND

You will meet with a panel of experts on youth violence and school safety to discuss the recent school shootings in Jonesboro, Paducah, and Pearl and what these incidents reveal about youth violence generally. This meeting presents an opportunity to discuss what measures are necessary to fight youth violence and prevent similar violent incidents.

In preparation for this meeting, many of these experts recently met with the Attorney General and reached agreement on the following points:

Common elements. The shootings in Jonesboro, Paducah, and Pearl have several common elements. In each of these cases, the alleged offenders knew their victims, had access to firearms, involved other juveniles, and -- perhaps most important -- exhibited warning signs that went unnoticed.

Multiple shootings rare. School shootings like these, however, are very rare. Almost no homicides occur in schools, and less than one percent of students report ever having taken a gun to school. Also, 90 percent of public schools do not report any serious crimes to law enforcement officials.

Lessons about a changing culture. We should not dismiss these tragedies as statistical anomalies. They tell us much about a changing and more violent youth culture -- about young people who grow up disconnected from their communities and from responsible adults who can teach them right from wrong.

Broad response to all youth violence required. While we must continue to study these unusual cases, we must take actions designed to address the broader problem of youth violence -- e.g., actions regarding violence in the media, youth access to firearms, violence prevention and mediation, and more.

III. PARTICIPANTS

Briefing Participants:

Attorney General Reno
Secretary Riley
Rahm Emanuel
Bruce Reed
Melanne Verveer

Event Participants:

Attorney General Reno
Secretary Riley
Deputy Secretary of Treasury Larry Summers
James Fox, Dean, College of Criminal Justice, Northeastern University, Boston, Massachusetts
Dr. Deborah Prothrow-Stith, Director and Professor, Division of Public Health Practice, Harvard School of Public Health
Scott Polan, Leader of the crisis counseling teams in Paducah.
Kate Stetzner, Principal of Margaret Leary Elementary School, (where an 11-year-old was murdered by a 10-year-old), Butte, Montana.
James C. Backstrom, Advisory Committee on Juvenile Justice, National District Attorney's Association, and County Attorney in Dakota County, Minnesota
Dr. Steven Marans, Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine
Pastor James Forbes, Pastor, Riverside Church, New York City, NY
Azim Khamisa, President of the Tariq Khamisa Foundation, named after his son who was murdered by a 14-year-old gang member.
Stephen Teret, J.D., M.P.H., Director of the Johns Hopkins Center for Gun Policy Research and Professor of Health and Public Policy in the Johns Hopkins School of Public Health.
Antonio Sanford, 17-year-old junior at Martin Luther King Law and Public Service Magnet High School in Cleveland, OH. He is a peer mediator.
Edna Povich, Vice President of the Center for Dispute Settlement, an organization that is dedicated to and manages peer mediation in schools.
Ruben Ortega, Chief of Police for Salt Lake City and Chairman of the Major City Chiefs Assoc.
Dennis Kenney, Director of Research for the Police Executive Research Forum and former police officer. He also has written many books on school violence as a university professor.
Frank Sanchez, Jr., Director of Delinquency Prevention for the Boys and Girls Clubs.
Dr. Mark Rosenberg, Director, National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.
William Modzeleski, Director of the U.S. Department of Education's Safe and Drug-Free Schools Program.

Shay Bilchik, Administrator of the Office of Juvenile Justice and Delinquency Prevention in the
U.S. Department of Justice.

IV. PRESS PLAN

Closed Press.

V. SEQUENCE OF EVENTS

- YOU will briefly welcome the participants
- YOU will then call on the Attorney General and Secretary Riley to make brief remarks.
- You will lead the discussion by calling on participants in the suggested speaking order. (SEE ATTACHED LIST). YOU should begin by calling on James Fox.

VI. REMARKS

Remarks Provided by Speechwriting.

SCHOOL SAFETY MEETING PARTICIPANTS

(In suggested speaking order.)

- The President
- The Attorney General
- Secretary Riley

James Fox - Dean, College of Criminal Justice, Northeastern University, Boston; Massachusetts. He has published 12 books, including *Mass Murder*, *Overkill*, and *Killer on Campus*, and several articles on crime. He will present an overview of youth violence statistics and the extent of the problem.

Deborah Prothrow Stith - Director and Professor, Division of Public Health Practice, Harvard School of Public Health. Dr. Prothrow-Stith's interest in violence prevention was stimulated by her work as a resident at Boston City Hospital. She began to examine violence as a societal disease after her first hand experience to the typical "stitch them up, send them out" medical response to patients injured by violence. She developed and wrote the first violence prevention curriculum for schools and communities, entitled Violence Prevention Curriculum for Adolescents and co-wrote Deadly Consequences, the first book to present the public health perspective on violence to a mass audience.

Kate Stetzner is the Principal of Margaret Leary Elementary School in Butte, Montana. She revitalized her school and community after an 11-year-old was murdered by a 10-year-old on her school campus in 1994.

Dr. Scott Poland - Director of Psychological Services for the Cypress-Fairbanks Independent School District in Houston, Texas. Dr. Poland is a nationally recognized expert on school crisis. He served as team leader and spokesman for the National Organization for Victim Assistance teams sent to West Paducah, Kentucky, and Jonesboro, Arkansas, after the school shootings in those locations.

James C. Backstrom - Advisory Committee on Juvenile Justice, National District Attorney's Association (NDAA), and County Attorney in Dakota County, Minnesota since 1987. He co-chairs the Juvenile Justice Advisory Committee of the NDAA, and he will talk about the prosecution of kids and targeted sentencing of youth offenders.

Rev. Dr. James Forbes, Jr. - the Senior Minister of The Riverside Church in New York City. You visited his church last year and held a round table on welfare reform.

Frank Sanchez, Jr., Director of Delinquency Prevention for the Boys and Girls Clubs. He manages the Targeted Outreach youth gang prevention and intervention initiative.

Antonio Sanford, 17-year-old junior at Martin Luther King Law and Public Service Magnet High School in Cleveland, OH. He is a peer mediator and trainer for the Winning Against Violent Environments Conflict Resolution Program.

Azim Khamisa - President of the Tariq Khamisa Foundation, named after his son who was

murdered by a 14-year-old gang member. The Foundation provides educational outreach programs, called Violence Impact Forums, in partnership with San Diego City Schools. Mr. Khamisa is a domestic and international investment banker.

Dennis Kenney - Director of Research for the Police Executive Research Forum and former police officer. He also has written many books on school violence as a university professor. He is currently replicating his student problem solving approach to address crime, fear and disorder in schools across the Nation.

Edna Povich - Vice President of the Center for Dispute Settlement. The Center uses mediation and conflict resolution to eliminate violence in schools. Ms. Povich manages peer mediation programs in D.C. public schools, where teachers, students, and other school staff are taught the techniques of mediation.

Dr. Steven Marans - Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine. In addition to seeing patients and teaching, Dr. Marans is the Director of the Child Development Community Policing Program developed by the Yale Child Study Center and the New Haven Police Department. This program addresses the needs of victims, witnesses and perpetrators of violent crime and provides clinical and policing intervention. He will focus on how children who witness violence are likely to become violent themselves.

Ruben Ortega - Chief of Police for Salt Lake City, Utah, and Chairman of the Major City Chiefs Association. Chief Ortega has implemented Community Policing and has introduced police/citizen anti-gang and drug suppression programs. He also started a Citizen's Police Academy and Youth Police Academy. He previously served for 31 years with the Phoenix, Arizona Police Department, the last 11 years as Chief.

Dr. Mark Rosenberg - Director, National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.

Stephen Teret, J.D., M.P.H. - Director of the Johns Hopkins Center for Gun Policy Research and Professor of Health and Public Policy in the Johns Hopkins School of Public Health. Currently, Professor Teret's work focuses on the understanding and prevention of violence, with an emphasis on guns.

Shay Bilchik - Administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. He is responsible for the congressionally mandated agency that leads the effort to address the public safety issues of juvenile crime and youth victimization. Mr. Bilchik was previously involved in drafting several juvenile justice and child abuse legislative proposals in the State of Florida.

William Modzeleski - Director of the U.S. Department of Education's Safe and Drug-Free Schools Program, the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence in schools, through education and prevention activities.

Youth Violence Experts

James Backstrom: County Attorney, Dakota County, Minnesota; Co-Chair, Advisory Committee on Juvenile Justice, National District Attorneys Association

James Fox: Dean, College of Criminal Justice, Northeastern University

Steven Marans: Harris Assistant Professor of Child Psychoanalysis at the Child Study Center, Yale University School of Medicine; Director of the New Haven Child Development-Community Policing Program

Gary Melton: Director, Institute for Families in Society, University of South Carolina

Edna Povich: Vice President, Center for Dispute Settlement

Deborah Prothrow-Stith: Director and Professor, Division of Public Health Practice, Harvard School of Public Health

Mark Rosenberg: Director, National Center for Injury Prevention and Control, Center for Disease Control and Prevention

Frank Sanchez: Director of Delinquency Prevention, Boys and Girls Clubs of America

Kate Stetzner: Principal, Margaret Leary Elementary School, Butte, Montana

Stephen Teret: Director, Johns Hopkins Center for Gun Policy and Research; Professor, Health and Public Policy, Johns Hopkins School of Public Health

Deborah Zarin: Deputy Medical Director, Co-Director of the Office of Research, Director of the Program on Women's and Children's Affairs, American Psychiatric Association

DEPARTMENTS OF EDUCATION AND JUSTICE

ACTIVITIES TO BE ENGAGED IN TO RESPOND TO SCHOOL VIOLENCE

In response to the recent series of homicides, shootings, and threats of homicide the Departments of Education and Justice are proposing the following activities:

- o ✓ ANNUAL REPORT ON SCHOOL SAFETY: ED and Justice are developing a Report on School Safety. The Report will provide the public with an overview of crime and violence in school's as well as an overview of what programs and activities have proven to be effective in helping to create safe environments for learning.

Proposed Date for Completion/Release: October/November 1998

Department Leads:

- o ✓ NATIONAL SCHOOL SAFETY DAY: ED and Justice are proposing that the President set aside a day (same day that Annual Report on School Safety is released) when he and other Administration officials can talk about the need to end violence that is occurring in our schools. Activities being contemplated include: Address to students by the President; release of teachers guide on activities to be engaged in during the day.

Proposed Date for Completion/Release: October/November 1998

Department Leads:

- o ✓ GUIDELINE FOR HELPING PRINCIPALS AND TEACHERS RESPOND TO THE EARLY WARNING SIGNS OF TROUBLED YOUTH: ED and Justice will join with the National Association of School Psychologists to develop a guide on early warning signs of troubled youth. The guide will help schools identify the early warning signs that lead to violence and offer recommended actions schools can take when students act in a violent or threatening manner.

Proposed Date for Completion/Release: August 1998

Department Leads:

- o ED/JUSTICE LISTENING SESSIONS WITH YOUTH: The Secretary and Attorney General will host several (specific number to be

determined) sessions with youth. The sessions which will be conducted over the next year will provide the Secretary and Attorney General with the opportunity to talk directly to youth about issues related to crime, violence, drugs, and guns. Youth view's regarding possible solutions to the problem will be sought.

Proposed Date for Completion/Release: First Session to be held in July.

Department Leads:

- LINKING MENTAL HEALTH SERVICES TO SCHOOLS: ED and Justice will work with officials from HHS to develop better processes for linking community mental health services to schools. Currently, many schools lack resources to provide adequate mental health services to students, these services however are available in some communities. Processes for linking schools to community mental health services will be developed.

Proposed Date for Completion/Release: Meeting with HHS to be held in June/July.

Department Leads:

- DEVELOPING EFFECTIVE PLAN FOR RESPONDING TO CRISIS: This component has two aspects. They are as follows:

✓ --Model Crisis Plan: ED and Justice will develop a Model Crisis Response Plan for school districts. The Plan would provide schools with recommendations as to what they should do when an emergency / crisis strikes.

--Responding to Crisis (Federal Role): ED and Justice will reanalyze their response to school crisis and disasters. ED and Justice currently offer assistance to schools and communities immediately following a disaster. The procedure for providing assistance to schools needs to be reexamined.

Proposed Date for Completion/Release:

Department Leads:

- STUDY OF ALTERNATIVE SCHOOLS: ED will undertake a major new study of alternative schools to ascertain how these schools (including such alternatives as Charters) can be better used as ~~alternatives~~ to the street~~s~~ for students who have been expelled from school.

Proposed Date for Completion/Release:

Department Leads:

- GUIDELINES FOR RESPONDING WHEN GUNS AND OTHER WEAPONS COME INTO SCHOOL:: Justice and ED will be developing guidance for educators on what to do when weapons come into a school. ED/Justice will examine procedures used in Boston and other jurisdictions for evaluating all students who bring weapons to schools.

Proposed Date for Completion/Release:

Department Leads:

- ADDITIONAL POLICE SUPPORT FOR SCHOOLS: The President asked the Attorney General and Secretary of Education to report back to me before the start of the school year on ways that we can help to provide more police in our schools, just as we have provided more police in our communities.

Proposed Date for Completion/Release: August 1998

Department Leads:

- MEETING WITH SITES IMPACTED BY SCHOOL VIOLENCE: ED and Justice will hold meeting with sites impacted by recent shootings (Pearl, Paducah, Jonesboro, Springfield, Richmond, Edinboro, Moses Lake) to assess what Federal agencies did after the shooting that was helpful as well as what we could be doing.

Proposed Date for Completion/Release: July/August 1998

Department Leads:

- HOSTING MEETING OF ED AND JUSTICE ORGANIZATIONS TO COORDINATE RESPONSES TO SCHOOL CRIME AND VIOLENCE: ED and Justice will host meeting of major constituent groups, e.g., NEA, AFT, PTA, CSSO, CGCS, and IACP, PERF, NOBLE, NSSA etc. to coordinate activities around issue of school safety.

Proposed Date for Completion/Release: July 1998

Department Leads:

- DEVELOPMENT OF MODEL DISCIPLINARIAN CODE (A CODE FOR THE 21ST CENTURY): ED and Justice will examine school discipline issues that have arisen over course of past several years that are not being adequately addressed by schools, e.g., threats to injure or kill other students, and with support

of experts from educational groups and law enforcement develop model responses to the issues.

Proposed Date for Completion:

Department Leads:

o DATA COLLECTION:

School Violence Expert Biographies

1 James Fox is Dean of the College of Criminal Justice at Northeastern University in Boston. He has published 12 books, including *Mass Murder*, *Overkill* and *Killer on Campus*. He has also published dozens of journal and magazine articles and newspaper columns, primarily in the areas of multiple murder, juvenile crime, workplace violence and capital punishment.

2 Dr. Deborah Prothrow-Stith is Associate Dean for Faculty Development as well as Director and Professor in the Division of Public Health Practice at the Harvard School of Public Health. Dr. Prothrow-Stith's interest in violence prevention was stimulated by her work as a resident at Boston City Hospital. The typical "stitch them up, send them out" medical response to patients injured by violence led to her examination of violence as a societal "disease" that could be prevented through public health strategies. She developed and wrote the first violence prevention curriculum for schools and communities, entitled *Violence Prevention Curriculum for Adolescents* and co-wrote *Deadly Consequences*, the first book to present the public health perspective on violence to a mass audience.

3 Kate Stetzner is the Principal of Margaret Leary Elementary School in Butte, Montana. She led her school and community back to health after an 11-year-old was murdered by a 10-year-old on her school campus in 1994.

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5 James C. Backstrom has been the County Attorney in Dakota County, Minnesota, since 1987. He previously served as an Assistant Dakota County Attorney for nine years, during which he served as head of the Office's Civil Division for five years. He is a member of the Board of Directors and past President of the Minnesota County Attorneys Association. He is also a Vice-President of the National District Attorney Association and currently co-chairs the Juvenile Justice Advisory Committee of this Association.

6 Rev. Dr. James Forbes, Jr. is the Senior Minister of The Riverside Church in New York City. Dr. Forbes is the first African-American to serve as the Senior Minister of one of the largest multicultural congregations in the nation. He has preached and lectured around the world and is recognized as one of the most effective preachers in the English-speaking world.

7 Frank Sanchez, Jr., is the Director of Delinquency Prevention for the Boys and Girls Clubs of North America. He manages the Targeted Outreach youth gang prevention and intervention initiative. Mr. Sanchez travels nationwide, providing training and technical assistance to local Boys & Girls Clubs involved in gang prevention/intervention and violence prevention programs. He also directs the annual Youth Gang Symposium, a forum for exploring successful gang intervention and prevention strategies.

3 **Antonio Sanford** is a 17-year-old junior at Martin Luther King Law and Public Service Magnet High School in Cleveland, Ohio. He serves as a trainer and mediator for the Winning Against Violent Environments Conflict Resolution Program.

4 **Azim Khamisa** is the founder and President of the Tariq Khamisa Foundation, the mission of which is to create safer communities, stop youth violence, foster non-violent choices, and cultivate personal responsibility. Mr. Khamisa founded the Foundation in the wake of the handgun murder of his son, Tariq Khamisa, by a 14-year-old gang member during a robbery. The Foundation provides educational outreach programs, called Violence Impact Forums, in partnership with San Diego City Schools. Mr. Khamisa is a domestic and international investment banker.

13 **Dennis Kenney** is Associate Director and the Director of Research for the Police Executive Research Forum. He has been both a police officer and university professor. He is the author or co-author of numerous articles and books including *Crime in the Schools*. He is currently replicating his student problem-solving approach to address crime, fear and disorder in schools across the Nation.

11 **Edna Povich** is Vice President of the Center for Dispute Settlement. She acts as a mediator, facilitator, trainer, program director and systems designer in a broad variety of contexts. The Center for Dispute Settlement, an organization dedicated to using mediation and conflict resolution to eliminate violence in schools and neighborhoods, manages a peer mediation program in D.C. public schools, where it teaches students, teachers, and other school staff the valuable techniques of mediation.

10 151 **Dr. Steven Marans** is a professor of child psychoanalysis at the Child Study Center, Yale University School of Medicine. He sees children, adolescents and adults in psychotherapy and psychoanalysis; teaches and supervises clinical assessment and treatment; and is the Director of the Child Development—Community Policing Program. This program is a collaborative effort developed by the Child Study Center and the New Haven Department of Police Service to address the needs of victims, witnesses and perpetrators of violent crime as well as investigating acute and long-term effects of violent traumatization as well as clinical and policing interventions.

4 **Ruben Ortega** is the Chief of Police for Salt Lake City, Utah. He also serves as the Chairman of the Major City Chiefs Association. Chief Ortega has implemented Community Oriented Policing as the operational philosophy of the Police Department. Among other programs, Chief Ortega has introduced police/citizen anti-gang and drug suppression programs. He has also started a Citizen's Police Academy and Youth Police Academy. Prior to becoming Chief of Police in Salt Lake City, Chief Ortega served 31 years with the Phoenix, Arizona, Police Department, the last 11 as Chief.

6 **Dr. Mark Rosenberg** is Director, National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention. The Center aims to reduce the morbidity and mortality associated with intentional injuries—resulting from suicide and interpersonal

violence—as well as unintentional injuries. Dr. Rosenberg is board certified in both psychiatry and internal medicine, with training in public policy. He has been interested in both interpersonal violence and suicide and edited *Violence in America: A Public Health Approach*. He also co-wrote the article entitled “Preventing Firearm Violence in and Around Schools.”

 Stephen Teret, J.D., M.P.H., is Professor of Health and Public Policy in the Johns Hopkins School of Public Health. He is the Director of the Johns Hopkins Center for Gun Policy and Research, and the Co-Director of the Johns Hopkins Joint Degree Program in Law and Public Health. Currently, Professor Teret's work focuses on the understanding and prevention of violence, with an emphasis on gun policy.

Shay Bilchik is the Administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. As Administrator, Mr. Bilchik is responsible for the agency congressionally mandated to lead the effort to address the public safety issues of juvenile crime and youth victimization. Mr. Bilchik has served on numerous task forces and advisory committees dealing with juvenile delinquency and drug abuse issues. He was also involved in the drafting of a number of juvenile justice and child abuse legislative proposals in the State of Florida.

William Modzeleski is the Director of the U.S. Department of Education's Safe and Drug-Free Schools Program. This Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities, in our Nation's schools.

Prepared by
CHARLES SIMON
514 3465

POTUS Questions for Experts

1. Elicit Data on School/Youth Violence

Professor Fox, as one who has committed great energy and expertise to understanding available data on school violence, and youth violence more generally, what can you tell us about the data? What are the statistical trends? What do these trends suggest?

2. Elicit Definition of the Problem

Dr. Prothrow-Stith, what can you tell us about common features of the Jonesboro, West Paducah and Pearl tragedies? Do these features apply exclusively to the three tragedies which have brought us together today? Or, do they inform our understanding of the broader problem of youth and violence?

3. Elicit Various Proposed Solutions to the Problem

The Educator's Perspective: Ms. Stetzner, you experienced a student homicide in the Montana elementary school where you serve as principal. Were you adequately prepared to deal with the shooting and its aftermath? What should we be doing to better prepare our educators to prevent and cope with these types of events?

Coping after Tragedies: Dr. Poland, as an expert on crisis intervention and the team leader for the victims assistance teams sent to West Paducah and Jonesboro, tell us what is being done to address the psychological needs of students, families and educators who have witnessed or been the victims of these tragedies? What else should we be doing?

The Prosecutor's Perspective: Mr. Backstrom, as a long-time local prosecutor and co-chair of the National District Attorney Association's Juvenile Justice Advisory Committee, I would be interested in your thoughts on how we can and should balance prevention and early intervention strategies with the need to prosecute youths and hold them accountable for their crimes? What more should we be doing to make sure that prosecution of juvenile offenders serves not just the goal of punishment but that of rehabilitation as well?

The Clergy's Perspective: Reverend Forbes, as the leader of a church with a reputation for wonderful and creative efforts to provide positive programs for urban youth, I would very much like to hear your thoughts on what sorts of strategies we should consider in our efforts to reduce youth violence in America's cities?

Intervention/Prevention: Mr. Sanchez, your violence prevention and intervention initiatives at the Boys and Girls Club have proven quite effective. What can you tell us about those prevention and intervention programs? How can we apply your successes on a broader scale?

The Student's Perspective: Mr. Sanford (Antonio), your participation today is welcome and crucial, for you bring the young person's perspective to bear. What do you think could be done to reduce violence among young people? How does the conflict resolution program in which you participate reduce disputes and violence?

Victim's Parent Perspective: Mr. Khamisa, you are the parent of a child who was killed by another child. I am so proud of the difficult choice you have made to turn your personal tragedy into a force for positive change. Please tell us about your Violence Impact Forum. What does this program do to teach young people to make non-violent positive choices to deal with conflicts?

Student-Based Problem Solving: Mr. Kenney, as a former police officer and university professor and as the current director of research for the Police Executive Research forum, you bring a broad perspective to the table. What do you think works to make our schools safe? Why does your model of student-based problem solving work better than metal detectors or attempts at individual behavior modification?

Mediation: Ms. Povich, as a mediator, you help to manage a peer mediation program right here in Washington, D.C. Does your program work to reduce youth violence? How does it work? Are students enthusiastic about participating?

Child Development/Community Policing: Dr. Marans, you are the director of a fascinating program which brings together clinical and policing interventions. How does your program work? How do you build the necessary relationships between police and doctors?

Police Perspective: Chief Ortega, as the Chief of Police in Salt Lake City, you are a strong believer in community policing. How can community policing help us to address the issues of youth violence which confront us? Are there steps we can take to improve on community policing?

Guns: (A) Dr. Rosenberg, as the Director of the National Center for Injury Prevention and Control, you are well schooled in violence prevention. You have also authored a paper entitled "Preventing Firearm Violence in and Around Schools." What conclusions have you drawn? How should we limit the access of youth to guns?

(B) Professor Teret, you maintain that the essential strategy for preventing the sorts of fatal shootings which we're talking about today is to make firearms unavailable to, or inoperable by, children? Why do you believe that's true? How can we bring that about?

The Role of the Federal Government: Mr. Bilchik and Mr. Modzeleski, as the leaders of the Office of Juvenile Justice and Delinquency Prevention and the Safe and Drug Free Schools Program, respectively, please tell us what your offices are already doing to reduce violence among youths? How can the Federal Government improve on its current efforts based on the wealth of information we have gathered today.

School Violence Expert Biographies

James C. Backstrom has been the County Attorney in Dakota County, Minnesota, since 1987. He previously served as an Assistant Dakota County Attorney for nine years, during which he served as head of the Office's Civil Division for five years. He is a member of the Board of Directors and past President of the Minnesota County Attorneys Association. He is also a Vice-President of the National District Attorney Association and currently co-chairs the Juvenile Justice Advisory Committee of this Association.

Shay Bilchik is the Administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. As Administrator, Mr. Bilchik is responsible for the agency congressionally mandated to lead the effort to address the public safety issues of juvenile crime and youth victimization. Mr. Bilchik has served on numerous task forces and advisory committees dealing with juvenile delinquency and drug abuse issues. He was also involved in the drafting of a number of juvenile justice and child abuse legislative proposals in the State of Florida.

James Fox is Dean of the College of Criminal Justice at Northeastern University in Boston. He has published 12 books, including *Mass Murder*, *Overkill* and *Killer on Campus*. He has also published dozens of journal and magazine articles and newspaper columns, primarily in the areas of multiple murder, juvenile crime, workplace violence and capital punishment.

Dennis Kenney is Associate Director and the Director of Research for the Police Executive Research Forum. He has been both a police officer and university professor. He is the author or co-author of numerous articles and books including *Crime in the Schools*. He is currently replicating his student problem-solving approach to address crime, fear and disorder in schools across the Nation.

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Scott Pollan...

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U.S. Department of Justice

Washington, D.C. 20530



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ATTORNEY GENERAL
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OF PAGES: 38 (INCLUDING COVER)COMMENTS: Draft bios — still waiting
for bio on Rev. Fyke

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Youth Violence Experts

James Backstrom:

County Attorney, Dakota County, Minnesota; Co-Chair, Advisory
Committee on Juvenile Justice, National District Attorneys
Association (Hastings, MN)

P6/(b)(6)

[001]

Shay Bilchik:

Administrator, Office of Juvenile Justice and Delinquency
Prevention, Department of Justice

P6/(b)(6)

James Forbes:

Pastor, Riverside Church, NYC

P6/(b)(6)

James Fox:

Dean, College of Criminal Justice, Northeastern University
(Boston, MA)

P6/(b)(6)

✓ Dennis Keeney

Associate Director and Director of Research, Police Executive
Research Forum (PERF) (Washington, DC)

P6/(b)(6)

Azim Khamisa

President, Tariq Khamisa Foundation (San Diego, CA)

P6/(b)(6)

Steven Marans:

Harris Assistant Professor of Child Psychoanalysis at the Child
Study Center, Yale University School of Medicine; Director of the
New Haven Child Development-Community Policing Program
(New Haven, CT)

P6/(b)(6)

Bill Modzeleski:

Director, Safe and Drug Free Schools Program, Department of
Education

P6/(b)(6)

Ruben Ortega:

Chief of Police, Salt Lake City, Utah

P6/(b)(6)

Scott Poland:

School Psychiatrist, Cypress-Fairbanks Independence School District (Houston, TX)

Edna Povich:

Vice President, Center for Dispute Settlement

P6/(b)(6)

Deborah Prothrow-Stith:

Director and Professor, Division of Public Health Practice, Harvard School of Public Health (Boston, MA)

P6/(b)(6)

Mark Rosenberg:

Director, National Center for Injury Prevention and Control, Center for Disease Control and Prevention (Atlanta, GA)

P6/(b)(6)

Frank Sanchez:

Director of Delinquency Prevention, Boys and Girls Clubs of America (Atlanta, GA)

P6/(b)(6)

Antonio Sanford:

Trainer/moderator for the Winning Against Violent Environment, conflict resolution program (W.A.V.E.) (Cleveland, OH)

P6/(b)(6)

Kate Stetzner:

Principal, Margaret Leary Elementary School (Butte, MT)

P6/(b)(6)

Stephen Teret:

Director, Johns Hopkins Center for Gun Policy and Research; Professor, Health and Public Policy, Johns Hopkins School of Public Health (Baltimore, MD)

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OBSERVERS

Ray Fisher

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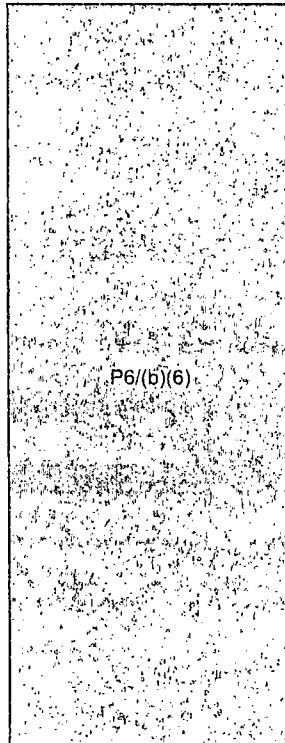
Alexa Verveer

Charles Simon

Nick Gess

Laurie Robinson

Carole Close



School Violence Expert Biographies

James C. Backstrom has been the County Attorney in Dakota County, Minnesota, since 1987. He previously served as an Assistant Dakota County Attorney for nine years, during which he served as head of the Office's Civil Division for five years. He is a member of the Board of Directors and past President of the Minnesota County Attorneys Association. He is also a Vice-President of the National District Attorney Association and currently co-chairs the Juvenile Justice Advisory Committee of this Association.

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Shay Bilchik is the Administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. As Administrator, Mr. Bilchik is responsible for the agency congressionally mandated to lead the effort to address the public safety issues of juvenile crime and youth victimization. Mr. Bilchik has served on numerous task forces and advisory committees dealing with juvenile delinquency and drug abuse issues. He was also involved in the drafting of a number of juvenile justice and child abuse legislative proposals in the State of Florida.

James Fox is Dean of the College of Criminal Justice at Northeastern University in Boston. He has published 12 books, including *Mass Murder*, *Overkill* and *Killer on Campus*. He has also published dozens of journal and magazine articles and newspaper columns, primarily in the areas of multiple murder, juvenile crime, workplace violence and capital punishment.

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Dennis Kenney is Associate Director and the Director of Research for the Police Executive Research Forum. He has been both a police officer and university professor. He is the author or co-author of numerous articles and books including *Crime in the Schools*. He is currently replicating his student problem-solving approach to address crime, fear and disorder in schools across the Nation.

Azim Khamisa is the founder and President of the Tariq Khamisa Foundation, the mission of which is to create safer communities, stop youth violence, foster non-violent choices, and cultivate personal responsibility. Mr. Khamisa founded the Foundation in the wake of the handgun murder of his son, Tariq Khamisa, by a 14-year-old gang member during a robbery. The Foundation provides educational outreach programs, called Violence Impact Forums, in partnership with San Diego City Schools. Mr. Khamisa is a domestic and international investment banker.

Dr. Steven Marans is a professor of child psychoanalysis at the Child Study Center, Yale University School of Medicine. He sees children, adolescents and adults in psychotherapy and psychoanalysis; teaches and supervises clinical assessment and treatment; and is the Director of the Child Development—Community Policing Program. This program is a collaborative effort developed by the Child Study Center and the New Haven Department of Police Service to address the needs of victims, witnesses and perpetrators of violent crime as well as investigating acute and long-term effects of violent traumatization as well as clinical and policing interventions.

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kids who
witness violence
treatment
for witnesses
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William Modzeleski is the Director of the U.S. Department of Education's Safe and Drug-Free Schools Program. This Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities, in our Nation's schools.

Ruben Ortega is the Chief of Police for Salt Lake City, Utah. He also serves as the Chairman of the Major City Chiefs Association. Chief Ortega has implemented Community Oriented Policing as the operational philosophy of the Police Department. Among other programs, Chief Ortega has introduced police/citizen anti-gang and drug suppression programs. He has also started a Citizen's Police Academy and Youth Police Academy. Prior to becoming Chief of Police in Salt Lake City, Chief Ortega served 31 years with the Phoenix, Arizona, Police Department, the last 11 as Chief.

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4:00 - Better Annie's (before 4:00) - both gay:
Child:

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her ego
+ guns +
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Ask
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intervention and prevention strategies.

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BIOGRAPHICAL INFORMATION for DR. SCOTT POLAND

Dr. Poland is Director of Psychological Services for the Cypress-Fairbanks Independent School District (56,000+ students) in Houston, Texas. Under his direction, the department has been named most outstanding in Texas three times and has received the Excellence in School Psychological Services Award, given jointly by National Association of School Psychologists (NASP) and American Psychological Association (APA). Dr. Poland has been selected Most Outstanding School Psychologist in Texas twice and in 1993 was a finalist for National School Psychologist of the Year.

Dr. Poland is a nationally recognized expert on school crisis. He has lectured and written extensively on the subject. A few of his publications are:

Suicide Intervention in the Schools (1989) Guilford Press

Crisis Intervention in the Schools (1992) Guilford Press

School Crisis & Safety Resource Guide (In Press) Sopris West

He has also authored or co-authored three chapters on crisis intervention for NASP Best Practices. *Suicide Intervention in the Schools* has been translated into both Chinese and Italian.

Dr. Poland was selected as the NASP representative sent to Oklahoma City as part of the U. S. Department of Education Assessment Team following the bombing in 1995. He served as team leader and spokesman for the National Organization for Victim Assistance (NOVA) teams sent to Paducah, Kentucky after the Heath High school shooting in 1997, and the Westside Middle School shooting in Jonesboro, Arkansas in 1998. Dr. Poland is currently the Chairman of National Association of School Psychologists' National Emergency Assistance Team (NEAT). He also serves on the advisory board for the National Organization for Victim Assistance.

Dr. Poland is known for his dynamic and practical presentations.

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NUMBER OF PAGES (INCLUDING COVER): 3

COMMENTS: D's

Prepared by:

CHARLES SIMON
514 3465

POTUS Questions for Experts

1. Elicit Data on School/Youth Violence

Professor Fox, as one who has committed great energy and expertise to understanding available data on school violence, and youth violence more generally, what can you tell us about the data? What are the statistical trends? What do these trends suggest?

2. Elicit Definition of the Problem

Dr. Prothrow-Stith, what can you tell us about common features of the Jonesboro, West Paducah and Pearl tragedies? Do these features apply exclusively to the three tragedies which have brought us together today? Or, do they inform our understanding of the broader problem of youth and violence?

3. Elicit Various Proposed Solutions to the Problem

The Educator's Perspective: Ms. Stetzner, you experienced a student homicide in the Montana elementary school where you serve as principal. Were you adequately prepared to deal with the shooting and its aftermath? What should we be doing to better prepare our educators to prevent and cope with these types of events?

Coping after Tragedies: Dr. Poland, as an expert on crisis intervention and the team leader for the victims assistance teams sent to West Paducah and Jonesboro, tell us what is being done to address the psychological needs of students, families and educators who have witnessed or been the victims of these tragedies? What else should we be doing?

The Prosecutor's Perspective: Mr. Backstrom, as a long-time local prosecutor and co-chair of the National District Attorney Association's Juvenile Justice Advisory Committee, I would be interested in your thoughts on how we can and should balance prevention and early intervention strategies with the need to prosecute youths and hold them accountable for their crimes? What more should we be doing to make sure that prosecution of juvenile offenders serves not just the goal of punishment but that of rehabilitation as well?

The Clergy's Perspective: Reverend Forbes, as the leader of a church with a reputation for wonderful and creative efforts to provide positive programs for urban youth, I would very much like to hear your thoughts on what sorts of strategies we should consider in our efforts to reduce youth violence in America's cities?

Intervention/Prevention: Mr. Sanchez, your violence prevention and intervention initiatives at the Boys and Girls Club have proven quite effective. What can you tell us about those prevention and intervention programs? How can we apply your successes on a broader scale?

The Student's Perspective: Mr. Sanford (Antonio), your participation today is welcome and crucial, for you bring the young person's perspective to bear. What do you think could be done to reduce violence among young people? How does the conflict resolution program in which you participate reduce disputes and violence?

Victim's Parent Perspective: Mr. Khamisa, you are the parent of a child who was killed by another child. I am so proud of the difficult choice you have made to turn your personal tragedy into a force for positive change. Please tell us about your Violence Impact Forum. What does this program do to teach young people to make non-violent positive choices to deal with conflicts?

Student-Based Problem Solving: Mr. Kenney, as a former police officer and university professor and as the current director of research for the Police Executive Research forum, you bring a broad perspective to the table. What do you think works to make our schools safe? Why does your model of student-based problem solving work better than metal detectors or attempts at individual behavior modification?

Mediation: Ms. Povich, as a mediator, you help to manage a peer mediation program right here in Washington, D.C. Does your program work to reduce youth violence? How does it work? Are students enthusiastic about participating?

Child Development/Community Policing: Dr. Marans, you are the director of a fascinating program which brings together clinical and policing interventions. How does your program work? How do you build the necessary relationships between police and doctors?

Police Perspective: Chief Ortega, as the Chief of Police in Salt Lake City, you are a strong believer in community policing. How can community policing help us to address the issues of youth violence which confront us? Are there steps we can take to improve on community policing?

Guns: (A) Dr. Rosenberg, as the Director of the National Center for Injury Prevention and Control, you are well schooled in violence prevention. You have also authored a paper entitled "Preventing Firearm Violence in and Around Schools." What conclusions have you drawn? How should we limit the access of youth to guns?

(B) Professor Teret, you maintain that the essential strategy for preventing the sorts of fatal shootings which we're talking about today is to make firearms unavailable to, or inoperable by, children? Why do you believe that's true? How can we bring that about?

The Role of the Federal Government: Mr. Bilchik and Mr. Modzeleski, as the leaders of the Office of Juvenile Justice and Delinquency Prevention and the Safe and Drug Free Schools Program, respectively, please tell us what your offices are already doing to reduce violence among youths? How can the Federal Government improve on its current efforts based on the wealth of information we have gathered today.

DRAFT

**SCHOOL VIOLENCE
EXPERT WORKING GROUP**

MEETING SUMMARY

APRIL 7, 1998

Prepared for:

Office of the Attorney General
U.S. Department of Justice
Washington, D.C.

Prepared by:

Development Services Group, Inc.
7315 Wisconsin Avenue, Suite 700E
Bethesda, MD 20814
April 15, 1998

Executive Summary

Despite an overall reduction in violent crimes nationwide, juvenile crime has increased by 60 percent since 1984. Recent shootings at rural schools in Arkansas, Kentucky, and Mississippi call attention to violence among youth. On April 7, 1998, the U.S. Department of Justice convened a panel of experts in the field of youth violence to solicit their thoughts and ideas on key questions posed by President Bill Clinton: Are there common features to these three tragic shootings? What do they tell us about youth violence? What can we do at Federal, State and local levels—through the Federal government—to prevent these kinds of incidents in the future?

Definitive answers were not expected; rather, the Department of Justice hoped that the meeting would elicit the key issues relating to youth violence in general, and the recent tragic events in particular, and advise on the Federal government's role. This approach is consistent with the administration of Attorney General Janet Reno in its attention to people in the field and use of Federal resources to address problems at the local level.

How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

The three recent school shootings are not typical. They do not represent the nature and scope of youth violence, nor do they characterize the school experience. There are some common elements, however. In each case, alleged offenders (youth themselves) knew their victims, lacked coping skills, and included a partner/partners in the tragedy. Moreover, alleged offenders gave warning signals which were not addressed.

The incidents highlight the need to address the larger issue of youth violence: its causes and how to effectively respond. Violence among youth in large cities (over 500,000) has declined; killings by white youth has plateaued. Participants strongly agreed that the epidemic of violence speaks to an overall disinvestment in youth, a failure of individuals and systems to attend to the needs and issues of youth, and to put resources in place to help youth cope with an increasingly complex and stressful world.

Causes of violence among youth are complex and include (but are not limited to): the impact of, and exposure to violence in the media (especially video games); a decline in family and other adult involvement with youth; the growth of a "youth culture" largely cut off from adults; and access to guns. Just as the causes are complex, effective responses must be multi-faceted, broad based, and long term.

There are no simple solutions, no quick fixes. A primary need is to understand why youth violence occurs and to recognize the warning signs of potential problems. In that, we need to help parents do a better job, and professionals and parents need to know how to intervene or refer children for help. This speaks to a need for adequate resources.

It is also important to know how to prevent violent acts from occurring (including teaching youth coping skills, barring youth's access to guns, and making guns more difficult to operate); and to facilitate cross-system data sharing and team approaches to violence prevention. There is also a need to change the culture, to learn how to make heroes of non-violent persons, to adopt a common will in this country that acknowledges the possibility of curbing youth violence. As well, there is a need to systemically evaluate violence prevention programs so that communities can identify good programs and put resources into programs that work.

There is a need for a balanced approach to juvenile justice, one that focuses not only on enforcement, but also on prevention and early intervention. Nonetheless, there is a need to make youth accountable for their actions.

What should the Federal government's role be in reducing the chance of such incidents of youth violence occurring in other communities?

The Federal government should support/undertake collection and dissemination of research findings and data on youth violence so that we can understand the differences in the types of violence among youth and, in turn, develop more effective prevention programs. Useful databases might include: an indicator base of youths' experiences with other people, to help understand the nature and extent of alienation among youth; a database on the range of day to day experiences of children and youth in rural areas; a database on policy research to help ascertain the impact of State statutes and policies re: violence; a national uniform tracking system to track a juvenile offender's criminal history; and a firearm-related fatality database, similar to the national highway fatality database. Also useful would be studies on the impact of video games (most studies of media-influenced violence focus on television), and collection of data on the effect of current bills (the child health bill and juvenile justice legislation) so that we have evidence, at the time of bill renewal, regarding their impact—positive or negative.

The Federal government can develop useful policies and programs to prevent youth violence. For example, though the number of children who have access to guns is small, these children are at risk of using them. The Federal government can help to assure that safety mechanisms are required on all firearms and that greater restrictions are placed on the purchase of guns.

Who else should we have participate in these discussions?

Several national and regional organizations (including the National Coalition of Survivors, Parents of Murdered Children, MADD, Mothers Against Violence in America, Moms of Murdered Sons and Daughters) can be instrumental in helping lead a national movement to prevent violence. Youth should be involved as should attorneys, physicians, police, educators, the media. It is critical, also, to involve a more ethnically and culturally representative group of experts and lay persons.

What are the next steps? What kind of work product would be useful the real world in response to the President's directive?

It is important to focus on the issue of violence in the community and on the whole child, and to send a message that juvenile justice legislation is not a quick fix. A report can dispel the myth that schools are unsafe, provide reassurance that programs are in place, and acknowledge that we don't know all the answers.

Short-term Answers

- Develop a description of youth violence in rural areas based on NIBRS data.
- Produce an inventory of Federal youth violence prevention and intervention efforts currently underway.
- Continue the dialogue by including constituencies who weren't at the table during the first meeting.

Long-term Answers

- Build the necessary infrastructure to support a national movement on violence prevention.
- Collect data across systems to better understand the true nature and extent of violence.
- Evaluate current prevention/intervention programs.
- Foster collaborations among agencies at the local level, and among Federal, state and local agencies.

**U.S. DEPARTMENT OF JUSTICE
SCHOOL VIOLENCE EXPERT WORK GROUP
APRIL 7, 1998**

MEETING SUMMARY

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**U.S. DEPARTMENT OF JUSTICE
SCHOOL VIOLENCE EXPERT WORK GROUP**

MEETING SUMMARY

INTRODUCTION

Though recent national and local data indicate an overall reduction in violent crimes, crimes committed by juveniles have increased by 60 percent since 1984 (U. S. Department of Justice). Three school shootings during the 1997-1998 school year (in Jonesboro, Arkansas, West Paducah, Kentucky, and Pearl, Mississippi) have drawn the Nation's attention to the issue of youth violence—in schools and communities—and are a reminder that the problem of violence in our society, especially among youth, is far from solved. President Clinton has asked the Attorney General to reach out to youth violence experts to increase understanding of the recent school shootings to help the federal government take appropriate steps to reduce the chance of similar tragedies in other communities.

A panel of 11 experts from across the country met with the Attorney General and her staff on April 7, 1998 and considered the three school shootings, their relevance to the issue of violence among youth, appropriate and useful Federal responses, and organizations and individuals that should be involved in the discussion as it progresses.

After welcoming the participants, the Attorney General stressed the importance of the issue of youth violence, both to the government and to society, noting the bravery of the citizens of Jonesboro and their questions about the causes of the tragedy in their community. She added that the President's directive to address the problem and recommend solutions must reflect the whole issue of violence among youth in this country, and not be limited to the Jonesboro tragedy.

Mr. Fisher expanded on the Attorney General's remarks, noting that the meeting is a first step in answering the

████████████████████

*"[School violence]
is one of the most
important issues
that we face in
government and
society today."
—Janet Reno*

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President's questions: Are there common features to these three tragic shootings? What do they tell us about youth violence? What can we do at Federal, State, and local levels—through the Federal government—to prevent these kinds of incidents in the future?

Though this expert work group meeting can be characterized as a “rapid response,” the Justice Department wants to proceed in a deliberative and thoughtful way to formulate meaningful answers, without commissioning a large study to provide all the answers.

The issue of youth violence is the hallmark of the Attorney General's administration, which has endeavored to use Federal resources to address problems at the local level and to listen to people in the field, rather than imposing solutions from the top. This meeting was convened in that spirit—to elicit the participants' advice and preliminary reactions as individuals. Particular, definitive answers were not expected; the objectives of the Justice Department were identification of the key issues and advice as to how the Federal government can address these serious problems. As well, the Department sought input as to who else should be involved at subsequent meetings, to help expand our understanding of the problems and frame effective responses.

The outcome of this initial meeting is a report to the President, and the Nation, about the shape of the issues. What are the issues? What are the problems? What has already been done? What more needs to be done? What can we do, at the Federal level? Though a blueprint for action is desirable, it is important not to raise expectations but to inform people, as realistically as possible, about the limits of our knowledge and the best ways to proceed.

The meeting discussion was framed around the following questions:

- How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

████████████████████

"Part of what's keeping us from advancing in this area of youth violence is not a lack of understanding or a lack of data, but it's a lack of common will."

—Mark Rosenberg

████████████████████

- What should the Federal Government's role be in reducing the chance of such incidents of youth violence occurring in other communities?
- Who else should participate in these discussions?

DISCUSSION SUMMARY

The summary below is organized according to the questions posed. Responses are grouped thematically to emphasize the areas of agreement among participants (parentheses are used to identify some participants who made that point). (See the verbatim transcript of the meeting for a full presentation of the meeting minutes.)

How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

The incidents are not typical.

If school shootings were not rare, we would not likely be paying as much attention to these three incidents, which are not representative of juvenile violence in America; though there have been other school shootings in the past several years, these unfortunate incidents are still an aberration (Marans; Prothrow-Stith; Backstrom; Melton).¹ Schools still are safe places for the most part, and in urban areas, shootings typically take place outside of school. Nonetheless, schools are vulnerable as are workplaces and other places where people gather, and as more children become involved in violence, it is possible that schools will be more directly involved in shootings.

There are some common elements, however.

With specific reference to the three shootings, in all the incidents, the offenders knew their victims, lacked coping skills (e.g., on how to deal with daily stresses like class failure, breakups), and included a partner or partners in the tragedy (which calls for reflection on the issue of group

¹ Nine school shootings are reported between January 1989 and April 1996 (ABC News).

*"The shootings are unusual...but some of their aspects are illustrative of the larger picture."
—Gary Melton*

dynamics among youth—why do they need to be so accepted by their peers that they have to kill). Other similarities were the availability of guns and the fact that friends and acquaintances of the involved youth knew they had problems. In each of these cases, the youth gave warning signals before the tragedy, yet people did not seem to be listening. Either peers are not sharing these messages or adults are not listening. One “message” was that the involved youth had bullied other youth who did not inform anyone. This is consistent with studies which show that 1 in 4 middle schoolers say they have been bullied at least several times in the past three months; and about 1 in 10 say every week (Melton). Of even more concern is that two-thirds of youth who see these incidents don't do anything or tell anyone.

These cases are very typical of mass murders and involve the youngest alleged perpetrators in the Nation's history. Yet mass murder is difficult to predict.

However, the tip of the iceberg is evident in schools with regard to violence. Though there have not been a lot of mass murders at schools, there is a mass of seething anger and potential for violence in schools; many youths bring weapons to schools, and assaults are not unusual.

The incidents highlight the need to address the larger issue of youth violence: its causes and how to effectively respond.

The three shootings may be evidence of a second wave of the youth violence “epidemic” (Prothrow-Stith). The charts provided to the meeting participants highlight the first wave—youth violence that occurred in the late 80s and early 90s, especially in cities of 500,000 or more persons (see Appendix). It is likely that a second wave of that epidemic may be at hand, perhaps in smaller towns and rural settings (where the three recent shootings occurred). Still a third epidemic may occur among female adolescents.

Eighty-six percent of teenagers who are murdered are murdered with guns (Fox). A striking similarity among episodes of violence involving youth is that the combination of troubled youth plus guns plus some precipitating episode

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"Eighty-six percent of teenagers who are murdered are murdered with guns. This is higher than any other age group and higher than any other time in our history."
—James Fox

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creates dangerous anger. In small towns and rural settings, however, the multiple victim shootings were sniper-like (using different guns), which differs from what was seen initially in urban poor settings (Melton).

The charts provided show that homicides of and by juveniles have been on the decline, part of which has been in the large urban centers, especially among black youth. This may reflect the decline of the crack market and greater peace on the streets. Yet, the rate of killings by white teens has remained high. This speaks to a larger chronic problem, i.e., the overall disinvestment in youth. So while these three shootings are not representative of youth violence in general, perhaps they will direct attention to the larger issues (Melton).

For many years we have studied gang activities, thinking that youth violence was not a problem in rural areas. But an ambush is a carefully planned event. Adults need to listen to the messages from young people and take them seriously. A youth who wants to bring a weapon into a school will do so. There is no effective way to keep weapons out (Sanchez).

We need to understand why this is happening in schools and not in other similar institutions (e.g., recreation centers, churches). What is causing the anger in this setting? No school is an island (Rosenberg). What happens in our schools is reflective of what happens in the larger community. While we need to do everything possible to prevent another Jonesboro, we must address the causes of and risk factors for youth violence evident in our communities.

We tend to underestimate the complexity and depth of children's developmental difficulties. As mentioned earlier, often the tell-tale signs of problems are overlooked or ignored. Perhaps these incidents will motivate us to do something about alienated, problem youth. While we cannot predict the ticking time bomb, we are aware of factors which place youth at risk for becoming involved in violence, and we must find ways as adults to involve ourselves in the lives of youth.

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"...these young people lacked coping skills...on how to deal with daily things like a breakup, or failing a class."

—Frank Sanchez

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The causes of youth violence are complex.

Impact of and exposure to violence in the media.

The American Psychological Association (APA) and the American Academy of Pediatrics (AAP) have produced outstanding reports on the impact of violence in the media. There is no question that the exposure to violence in the media has an effect; though video games, which actively involve youth in (and award them points for) killing, are more of a concern than television, which is a passive activity. And, while there is a large body of literature on the effects of violent media on youth there isn't much yet on the effects of video games.

Non-violent programming is not readily available to youth during the times they watch TV. For example, sporting events are aired at night. It is important to encourage other types of entertainment.

Decline in family and other adult involvement with youth.

Lack of parental (or other adult) supervision is a critical issue. We have not heard or been responsive to the frustration and anger that youth express toward society and each other. There has been a withdrawal of adults from the lives of youth. Forty-nine percent of homicides and assaults involving juveniles occur between 2 and 8 PM when they are with friends rather than adults (Fox). We need to make an effort to ensure that parents have proper parenting skills and are involved in their children's lives. Some diversion programs, for example, require the involvement of a parent. Many cases of youth involved in violence occur in families experiencing divorce. This stimulates a tendency to blame parents which may be unfair. Often children act out despite the best efforts of parents. We should do more to assist parents. It's not just *parental* withdrawal, *all* adults are withdrawing from the lives of youth.

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"The problem is not just what our kids are watching, but who is it that's watching our kids."
—James Fox

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Growth of a "Youth Culture" largely cut off from adults

We're encouraging our kids to "internet" rather than interact (Fox). Maybe we're going the wrong way with technology. Maybe we need more rather than fewer teachers in schools.

In the past we had the family, church and school as the tripod of the community. The role of religious institutions has changed: at one time when a child was in trouble, the family went to the minister who then went with the youth in trouble to the Judge. Now the tripod of youth culture is the media, the malls, and fast food restaurants. Their culture is very different than what we know as adults. We need to look at the culture they're developing (Stetzner).

Access to guns

The availability of weapons and the expertise of the youth in using them is important. Guns are readily available and easy for children to operate. A study supported by OJJDP, focusing on several rural school districts in South Carolina, reveals a higher rate of gun ownership than is reported in metropolitan areas (Melton). Though expected, due to the hunting culture in the State, these data are disturbing because one of five youth who own guns (and about half the middle school youth who own guns) report carrying guns to get respect or protect themselves, or even to frighten others. Another finding, similar to that in big city studies, is a fairly high association with (self-reported) anti-social behavior when youth paint that type of picture.

An April 1994 incident in Western Montana further exemplifies the use of guns by young children. A 10 year old youth, with two parents in the final stages of AIDS, brought a 22 caliber semi-automatic handgun to (the elementary) school in his backpack. Angry at another child over a ball, the youth took the gun from his backpack, aimed it at the other child—who ducked. The youth shot six bullets, hitting one child (not the intended target) in the head. The only reason more children weren't shot is because he didn't know how to use the gun. Of concern in this instance is the need to do many things to help secondary

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"...to understand how to prevent fatal youth violence...if you take the guns, which are responsible for 86% of the increase, and in some cases 98% of the increase in youth killings, out of kids' hands they'll stop it. You don't have to know why the kid is angry, why the parents are inattentive, why he brought it to school, but you can stop it."

—Mark Rosenberg

victims of violence heal, to help school communities be able to deal with children who witness violence, and to help families. And most importantly we really have to take a look at children and access to guns (Stetzner).

Effective responses must be multi-faceted, broad based, and long-term. There are no simple solutions, no quick fixes.

We need to understand why youth violence occurs.

Professionals and lay persons who work with youth need to know the warning signs of potential problems and how to intervene or refer children for help. We tend to underestimate the complexity and depth of children's developmental difficulties and often overlook telltale signs of problems. As the school shootings demonstrate, young children can produce very violent actions; early detection and intervention need to start quite young. The children whose actions seem (at first glance) to stem from nowhere, usually send out warning signals which are left unattended.

Health and mental health professionals should learn to take a patient history that will reveal a background of risk factors relating to violence. Teachers, parents, and other professionals and lay persons can provide additional external supports, controls and points of intervention, when they understand the basic principles of development. As abhorrent as these shootings were, the youth involved must be recognized as having been on a path to multiple difficulties that is similar to what many other children in our country are experiencing. We see the examples of other forms and expressions of their symptoms in multiple ways including, all too frequently, violence.

Yet sometimes, it is not necessary to understand why. More important than understanding why it (e.g., Jonesboro) happened is how to keep it from happening again. Violence is not just a problem of minority inner city kids. Schools and communities are ill prepared for how to handle these situations, and there's no excuse for being ill prepared. We are in a different place than 20 years ago. There has not been a serious effort to look at youth and violence and prevention over the last 20 years (Rosenberg).

"We need to address the underlying issues that cause such stress and tension in the lives of young people, that they bring to school and seem to erupt in these kinds of events."

—Edna Povich

We need readily available resources to turn to when children exhibit problem behavior.

Teachers often know when children are in trouble, emergency room staff know, and police often know. We need a way to respond early into the lives of those children in need. Indicators of trouble should trigger resources and earlier responses. Families shouldn't have to ask for help. There should be a climate and environment in which people notice and intervene when problems are recognized. Teachers are concerned about how to respond to the child's needs. We haven't done enough to make schools healing environments (Stith).

We need to change the culture

We need to change attitudes and social norms. How, for example, can we make heroes out of non-violent persons? Children are at risk, and we have an opportunity here. We have everyone's attention, yet we lack a common will. Some of the issues around handguns have become so politicized that people are in complete opposition. We need data to create a common understanding and a common ground so that, perhaps, we can develop a common will to do something about the problem.

Often Boston is referenced as a success. Seventeen years ago Boston Public Hospital began training people in a public health model of violence. This created a critical mass of people who felt that violence is preventable and they started prevention programs. It changed the climate in Boston (Prothrow-Stith).

We are now on the verge of a national movement to prevent violence. We have a real opportunity now to get the country's attention and present the big picture—including prevention—and begin to talk in terms of investing in children. Put professional training on the table. We need to develop a critical mass across the country to boost the movement to prevent violence.

*"How do we
redefine heroism so
that non-violence is
part of that
definition?"*

*—Deborah
Prothrow-Stith*

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Change the school and social climate. This is part of addressing the gun issue. It's clear that addressing access to guns would begin to decrease fatal violence in this country. The attitudes that create the climate that supports gun ownership need to change first.

We need data on effective programs.

We should not spend a lot of money on outside systems where evaluations can be done (Zarin). We need to evaluate the kinds of interventions that already exist. Use the public health model.

We need a balanced approach to juvenile justice.

A balanced approach to juvenile justice is needed which focuses not only on enforcement, but also on prevention and early intervention. The National District Attorney's Association passed a Board resolution recently that recognized the importance of prevention and education programs that look to intervention strategies to offset the serious negative impact of violence, abuse, neglect, crime, and the effects of drugs upon the lives of our youths (Backstrom). Community policing is an excellent example of a balanced approach (Marans).

We need partnerships among systems.

Along with a balanced approach, there must be partnership among systems. These kinds of partnerships don't just happen by accident. Different organizations don't have experience working with each other; meshing different professional cultures is difficult (Marans).

School personnel often do not seek interagency approaches, yet there is a need to foster (and support financially) preventive programming, especially for very young children. We know what the problems are but we need to look at alternative solutions. We need to give classroom teachers training and development, and we need to have

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"We need to share information amongst the various agencies...We need to eliminate some of the barriers that exist, some of which are driven by Federal law that relate to school data...to make it easier for the various agencies involved with these kids when there are problem signs."
—James Backstrom

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counselors in schools. How can teachers and researchers develop good programs?²

We need to help parents do a better job.

Look at the parenting side of this situation carefully. For example, give parents some information about what will happen to their children if they don't put some time into their children (Sanchez; Backstrom).

We need to teach conflict resolution.

Violence is a learned behavior. People can learn different ways to respond to their anger. There is a concern about the availability of guns but we also need to address the stress and tension in the lives of young people (Povich). We need to teach youth to have constructive alternatives to dealing with violence and conflict.³

We need to help victims of violence

There is a need to help secondary victims of violence, for example by helping school communities deal better with children who witness violence. We also need to look at the social and health problems facing children, and at family breakups (Prothrow-Stith).

We need to make guns more safe and regulated

The Massachusetts Attorney General has been very active on the issue of gun safety, despite resistance from many groups and individuals over the cost of trigger locks, which range in price from \$1 to \$5. "Smart gun" technology is in the R&D stage, and the anticipated cost of fingerprint recognition to unlock a gun is approximately \$100.

² The Center for Substance Abuse Prevention (CSAP) has developed a Community Early Warning Network for Violence Prevention which fosters local interagency collaborations to assist communities to get ahead of new patterns and trends in violence.

³ Peer mediation programs, mentoring and school violence prevention curricula, among other early interventions, have been found to be effective strategies for youths (OJJDP, June 1995)

"I really believe that we can teach young people how to resolve conflicts without knives and guns, and fists and drugs. I've watched teachers do it. The good ones are just magical about it."
—Janet Reno

The used gun market could be better regulated and tracked more efficiently. The ATF Youth Crime Interdiction Program traces firearms used in juvenile crimes in 27 cities in an effort to identify common sources for the guns. This information is provided to the communities so they know where juveniles are getting their guns. Reducing overall access to guns, not just children's access, would begin to decrease fatal violence in this country (Wooten).

We need to make youth accountable for their actions

From the prosecutor's perspective, juvenile criminals must be held accountable for their crimes. Though prevention is supported, so is accountability. The National District Attorney's Association has adopted a standard of trying youth as adults at age 14. Whether to go lower is not clear, but a system must be developed that assures the appropriate social response to heinous crimes committed by young people. One option might be to monitor those youth until they reach the age of majority, holding out the possibility of adult sanctions should they re-offend. In any case, juvenile crime should not be federalized as a result of incidents such as the recent school shootings. There should also be sufficient funding for suitable juvenile facilities. We need to develop a system that provides appropriate social responses to such heinous crimes (Backstrom).

What should the Federal Government's role be in reducing the chance of such incidents of youth violence occurring in other communities?

The Federal Government should support/undertake collection and dissemination of research and data on youth violence.

More refined statistics on typologies of violence would be useful. Understanding the differences in violence can help clarify the types of violence and how to address them. For example, regular prevention programs do not help youth who are mass murderers. Looking very carefully at who these youth are will help us determine how to intervene with them. This is an opportunity to look at specific

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"...President's initiative on the youth crime gun interdiction...is now in 27 cities in geographic areas throughout the United States."
—James Wooten

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populations and to fine tune prevention and intervention strategies.

We have extensive, 25-year data on highway fatalities. From these data, we have identified risk factors for traffic accidents and have developed programs to address the causes of accidents. This has resulted in significant savings (of lives and money). At this time, the rate of firearms-related deaths is almost the same as that of highway fatalities; yet we have no data system to track these events, their causes or contributing factors. The Federal government could be instrumental in establishing national data systems on firearm fatalities (Teret).

Studies on the effects of video games would be useful, as would studies on the epidemiology of weapons use by youth.

Several national data bases on youth violence would be helpful in terms of broad prevention (Melton):

- An indicator base of youths' experiences with other people. We're in an age of alienation. One relevant data base is the National Survey of College Freshmen. The number of college freshmen who say that they've been bored in class has been increasing steadily, while those who say they feel some need to be involved, to make a difference have been declining. We need similar types of information about youth across a range of ages. This information would help us build "networks of caring" for children and youth.
- A database on the whole range of day-to-day experiences of children and youth in rural areas. Our knowledge about the whole range of day-to-day experiences and problems of kids in rural areas is very scanty. The literature on demonstration grants for child protection rarely focuses on rural areas which differ from urban areas. Likewise, community programs in rural areas are not necessarily the same as in urban areas.

"We have almost the same number of firearm related deaths in the United States now as we have highway fatalities, but we don't have a similar system for firearm related deaths."

—Stephen Teret

- A database on policy research. We need to know, for example, what happens when States adopt statutes that make adults liable in one way or another for children's access to guns.
- A national uniform tracking system to track a juvenile offender's criminal history. We need to change this system and the Federal government could provide leadership on this issue. We need to share information among agencies—schools, social service agencies, etc. We need to eliminate some of the barriers that exist to open communication, some of which are driven by Federal regulations. We can identify some of these problems earlier if we can share information between systems.

The Massachusetts weapons-related surveillance system using emergency room information revealed that more violence is reported in the emergency rooms than to police. Over the past seven years, this system has produced very good information. For example, we have documented that nonfatal gunshots wounds and stabbings have also declined in Boston (Prothrow-Stith).

The Department of Justice should collect data on the effects of the child health bill for mental health services and on juvenile justice legislation that includes provisions for incarcerating juveniles with adults. When these pieces of legislation come up for renewal in ten years, we will have better data to make more persuasive arguments against unwise provisions.

The Federal government can develop useful policies and programs.

Even with successful behavioral interventions, and a 99.9% success rate in preventing violence among youth, 50,000 children will still be at risk for a Jonesboro-type situation as long as there is access to guns. For example, though the numbers are small, the children who have access to guns are at risk for using them. The Federal government can be effective in assuring that safety mechanisms are required for guns by helping with research and development (some of

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"We...know that children need access to appropriate health care,...mental health care, and they need access to care for substance use disorders."
—Deborah Zarin

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which the government is already doing) and bringing to the market guns that youth cannot purchase or operate (Teret).

Who else should we have participate in these discussions?

We are on the verge of developing a national movement for violence prevention that has different components. Survivors should be at the table (National Coalition of Survivors, who can provide leadership and political leadership that can be brought to bear on this problem; Parents of Murdered Children; MADD; Mothers Against Violence in America; Brenda Muhammad, who founded Mothers of Murdered Sons and Daughters), as should young people (both those who are experiencing the problems and those who have learned some skills in dealing with conflict in alternative ways). Professionals and service providers should be involved and professional training and conflict resolution should be on the agenda. We should involve writers of children's TV and movies, and work with parents to help them understand the impact of violence. We need educators in the room who can talk about after-school programs, smaller classes; public health people to talk about data systems and surveillance; police, including street-level law enforcement officers (to glean their before/after experiences vis-a-vis community policing); and organized medicine (AMA, NMA, American Academy of Pediatrics). These groups could form subcommittees to draft legislation on youth violence prevention. It is very important also to involve a more representative group (ethnically and culturally) of experts and lay persons.

With the Department of Justice in the lead on an effective youth violence prevention bill and everyone at the table, we would have a real opportunity to stimulate a national violence prevention movement.

What are the next steps? What kind of work product would be useful in the real world in response to the President's directive?

These charts that were distributed are the grossest cuts. The NIBRS data set covers rural areas and contains great detail about violent incidents involving juvenile offenders. A

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"In the past we had a tripod of the family, the church, and the school;... now we have the media, the malls, and the fast food restaurants."

—Kate Stetzner

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statistical report on what NIBRS tells us about juvenile crime in rural areas would be useful. Although it's not representative of the entire country, we could look at the wealth of variables on each incident involving juvenile offenders and gain some insight into juvenile violent crime that we don't have available at this time. We could have a report from this in a fairly short period of time (Fox).

Youth violence is happening in the context of violence in the community in general, not just on television and in video and computer games. Our community supports the belief that violence is okay. We also need to look at some of the social problems that are not unique to urban settings (Prothrow-Stith).

As the Attorney General pointed out, time is of the essence. An interim report to the President, with attorneys, physicians, police and others involved in the report presenting it, might be the first step. In the long term, we need to focus on the child as a whole, not just on guns, and send a message that juvenile legislation is not a quick fix. Communities have to take the lead.

It is important to focus on the issue of violence in the community and on the whole child, and to send a message that juvenile justice legislation is not a quick fix. A report can dispel the myth that schools are unsafe, provide reassurance that programs are in place, and acknowledge that we don't know all the answers.

Short-Term Answers

- Develop a description of youth violence in rural areas.
- Produce an inventory of Federal youth violence prevention and intervention efforts currently underway.
- Continue the dialogue by including constituencies that weren't at the table during the first meeting.

"The idea of being able to bring together different cultures, different professional cultures is an arduous but very possible task."
—Steven Marans

Long-Term Answers

- Build the necessary infrastructure to support a national movement on violence prevention.
- Data collection across systems to better understand the true nature and extent of violence.
- Evaluate current prevention/intervention programs.
- Foster collaborations among agencies at the local levels and among Federal, state and local levels.

The three school shootings we have witnessed during the past year should not be overlooked as statistical anomalies. They are reflective of a changing culture with reduced prioritization for our children. To turn this around, we must continue to focus on the partnerships between communities, schools, the State and Federal governments refocusing our society and priorities on our future—our children. We must follow what we are learning from the research and evaluation of programs, strategies and policies and restructure the process of adaptation of new, multidisciplinary findings to be an integral part of the decisionmaking process.

[REDACTED]

"[The long term solution] should be concentrated on the child as a whole, and the complexity, and the total complexity...you have got to fill the continuum and the message has to be...it won't be a quick fix in a juvenile piece of legislation."

—Janet Reno

[REDACTED]

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APPENDIX A:
MEETING PARTICIPANTS

YOUTH VIOLENCE EXPERT PANEL

James Backstrom, Advisory Committee on Juvenile Justice, National District Attorney's Association

James Fox, Dean, College of Criminal Justice, Northeastern University

Steven Marans, Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine

Gary Melton, Director, Institute for Families in Society, University of South Carolina

Edna Povich, Vice President, Center for Dispute Settlement

Deborah Prothrow-Stith, Director and Professor, Division of Public Health Practice, Harvard School of Public Health

Mark Rosenberg, Director, National Center for Injury Prevention and Control, Center for Disease Control and Prevention

Frank Sanchez, Director of Delinquency Prevention, Boys and Girls Clubs of America

Kate Stetzner, Principal, Margaret Leary Elementary School, Butte, Montana

Stephen Teret, Johns Hopkins Center for Gun Policy and Research, Johns Hopkins School of Public Health

Deborah Zarin, Director of the Program on Women's and Children's Affairs, American Psychiatric Association

FEDERAL PARTICIPANTS

Janet Reno, Attorney General

Raymond Fisher, Associate Attorney General

Eric Holder, Assistant Attorney General

Jeremy Travis, Director, National Institute of Justice

Eleanor Acheson, Assistant Attorney General, Office of Policy Development

DRAFT

Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention

Laurie Robinson, Assistant Attorney General, Office of Justice Programs

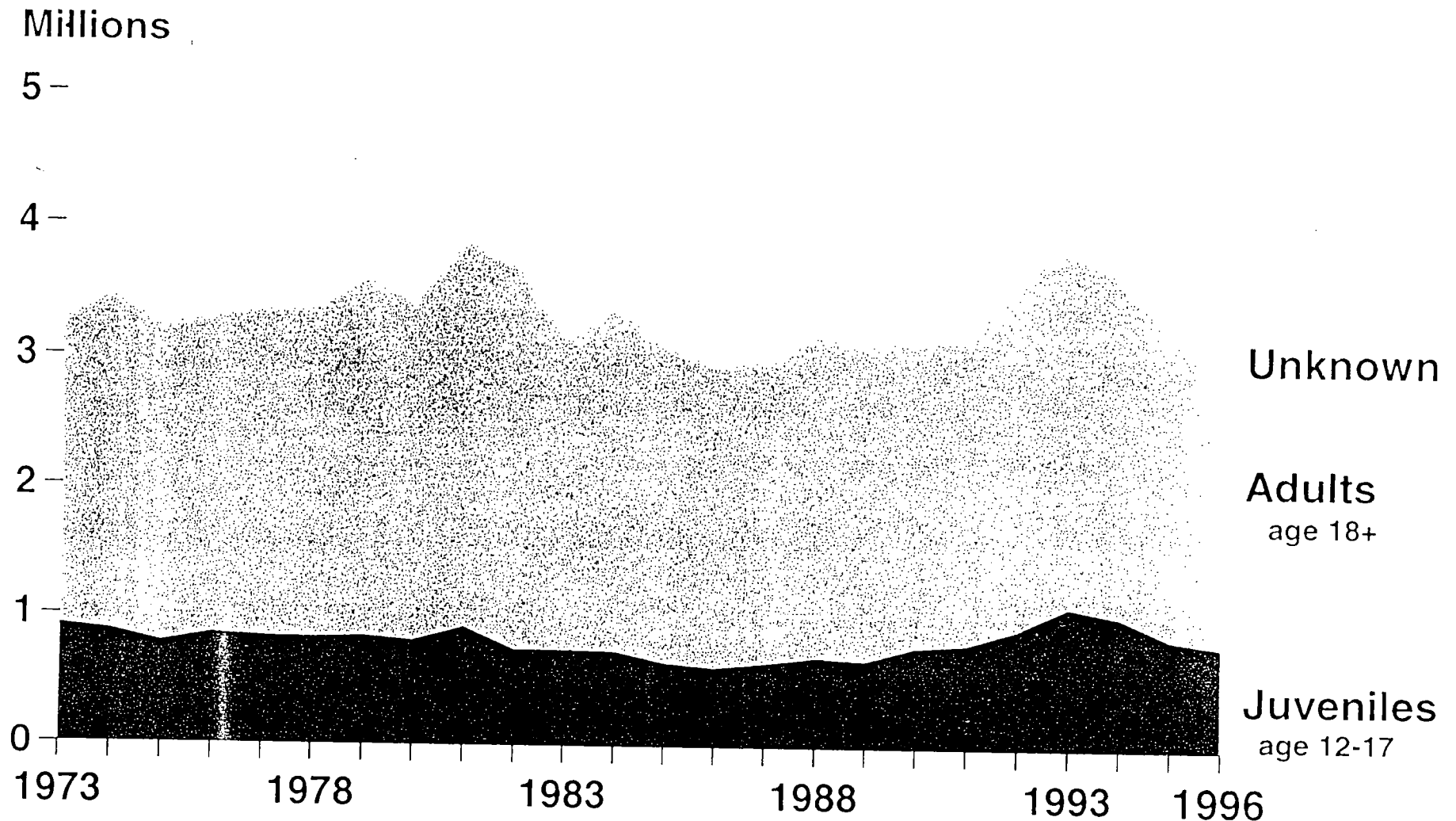
Bill Modzeleski, Director of the Safe and Drug Free Schools Program, Department of
Education

Jim Wooten, Assistant Director, Bureau of Alcohol, Tobacco & Firearms

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APPENDIX B:
MEETING HANDOUTS

Serious violent crime by perceived age of offender



Source: Bureau of Justice Statistics, The National Crime Victimization Survey (NCVS)

Note: The violent crimes included are rape, robbery, aggravated assault, and homicide. The light gray area indicates that because of changes made to the victimization survey, data prior to 1992 are adjusted to make them comparable to data collected under the redesigned methodology. Estimates for 1995 and 1996 are based on collection year while earlier estimates are based on data year. Age 12-17 includes victimizations in which at least one offender was age 12-17.

Homicide victimization rate by age, 1970-96

Rate per 100,000

30-

20-

10-

0-

1970

1975

1980

1985

1990

1995

18-24

25+

14-17 yrs

Source: FBI, The Uniform Crime Reports (UCR)