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Crime/Columbine Shooting Response [1]

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4-21-99

THE WHITE HOUSE
WASHINGTON

April 20, 1999

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MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Jose Cerda III

SUBJECT: Policy Response to School Shootings

Here are some actions and legislative initiatives the Administration can undertake when the response to the Littleton shootings inevitably turns to questions of federal policy:

1. **Announce Grants for 600 School Resource Officers.** Anytime this week or next, you can announce Justice Department grants under the COPS program to help local school districts hire some 600 police officers to work in schools. These will be the first such officers awarded under the program you announced at the White House Conference on School Safety in October, where we pledged to provide funds for up to 2,000 police officers in schools in FY99. You could also announce that schools and communities have until June 1 to apply for nearly \$100 million in Safe Schools grants to 50 cities that put together comprehensive school safety strategies -- another initiative you unveiled at the School Safety Conference.

2. **Announce Legislation to Reform and Reauthorize Safe and Drug-Free Schools.** Anytime this week or next, you can unveil our Safe and Drug-Free Schools legislation that will be included as part of the ESEA reauthorization. This proposal formally authorizes \$12 million a year for our FEMA-like emergency response teams; requires participating schools to adopt comprehensive school safety plans; and renews the requirement that schools adopt "Zero Tolerance" policies for guns. It also reforms the overall program to require competitive funding at both the state and federal level. As details emerge from the Littleton shooting, we will review this proposal to see whether any additional provisions are appropriate -- such as increased funding for guidance counselors for troubled kids; gun violence education programs; and alternative schools for disruptive and expelled students.

3. **Announce Tough New Gun Legislation.** Sometime next week -- and just days before the NRA's national convention takes place in Denver (April 30 through May 2) -- you can unveil a Youth Gun Crime Enforcement Act that includes gun initiatives you have already announced (cracking down on gun shows and gun trafficking, extending the Brady waiting period, increasing prosecution of gun crimes, tougher gun penalties, and a new provision to ban the importation of large-capacity magazines), as well as several new or previously unnoticed provisions targeted at juvenile gun violence:

- Amending the juvenile handgun ban to include semiautomatic assault rifles manufactured before the assault weapons ban went into place. Currently, an 18-year-old can legally possess rifles, including assault rifles manufactured before Sept. 13, 1994. This provision, from Rep. McCarthy's bill, would generally ban the possession of such assault rifles until the age of 21.
- Increasing the penalty for youth handgun or assault weapon possession to a felony. Under current law, this offense is a misdemeanor, punishable by mandatory probation. As a result, federal prosecutors have brought few of these cases.
- Increasing the penalty for giving or selling a handgun or assault weapon to a juvenile for use in a violent crime. This provision from our juvenile crime bill would establish a mandatory minimum penalty of 3 years, but maintain the current maximum of 10 years.
- Holding adults criminally responsible for giving juveniles access to certain firearms. You called for this in the wake of the Jonesboro shootings, but we have never before submitted our own proposal. Justice has signed off on a version to create a federal felony that is narrowly tailored to target the most egregious cases of parental recklessness.
- Expanding our Youth Crime Gun Interdiction Initiative. Our program to trace juvenile gun crimes is currently in place in 27 cities. Our FY 2000 budget includes a total of \$45 million, which will enable us to increase that number to 37. We could add Rep. McCarthy's proposal to double the number of cities to 75 by 2003.
- Juvenile Brady: This proposal from our juvenile crime bill would ban the possession of handguns by violent juveniles when they turn 21.
- Child Safety Locks: This proposal, also from our original juvenile crime bill, would require federal gun dealers to issue triggerlocks with every gun sold.



SUNTUM_M @ A1
04/24/99 09:06:00 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: EMBARGOED 4/24/99 embargoed transcript POTUS radio address

THE WHITE HOUSE

Office of the Press Secretary

Embargoed For Release
Until 10:06 A.M. EDT
Saturday, April 24, 1999

RADIO ADDRESS OF THE PRESIDENT TO THE NATION

THE PRESIDENT: Good morning. Tomorrow in church services all across America, we'll be thinking of those who lost their lives in Littleton, Colorado. This is a time for all Americans to pray for their families, as well as those who were injured and their loved ones, and all the people of the schools and the community.

It's also a time for all Americans to ask what we can do -- as individuals and as a nation -- to turn more young people from the path of violence; how we can take responsibility, each and every one of us, for the future of our children. We've seen far too many tragedies like the one at Columbine High School. It's striking that these violent assaults on human life often eliminate the best of the human spirit. We marvel at the bravery of the fatally wounded teacher who led 40 students to safety. We look with admiration at the medics and the police officers who rushed to the scene to save lives; the clergy, the counselors, the local leaders who immediately began the painful process of helping people to heal; and the parents and students who, in the face of hatred, refuse to return it.

At a moment of such terrible, terrible violence, these people didn't turn away -- and we can't, either. Instead, every one of us must take responsibility to counter the culture of violence. The government must take responsibility. Next week, I'll send to Congress two new bills to keep our children safe. First, we must do more to keep guns out of the hands of violent juveniles. My bill

will crack down on gun shows and illegal gun trafficking, ban violent juveniles from ever being able to buy a gun and close the loophole that lets juveniles own assault rifles.

Second, we must do more to prevent violence in our schools. My Safe Schools bill will help schools pay for more counselors and conflict resolution programs, more mentors and more metal detectors. It also includes \$12 million for emergency teams, to help communities respond when tragedy strikes. And government can help parents take responsibility. It's harder than ever for parents to pass on their values in the face of a media culture that so glorifies violence.

As Hillary pointed out in her book, the more children see of violence, the more numb they are to the deadly consequences of violence. Now, video games like "Mortal Kombat," "Killer Instinct," and "Doom" -- the very game played obsessively by the two young men who ended so many lives in Littleton -- make our children more active participants in simulated violence.

A former Lieutenant Colonel and psychologist, Professor David Grossman, has said that these games teach young people to kill with all the precision of a military training program, but none of the character training that goes along with it. For children who get the right training at home and who have the ability to distinguish between real and unreal consequences, they're still games. But for children who are especially vulnerable to the lure of violence, they can be far more.

Vice President Gore has led the fight to give parents the tools to limit the exposure of their children to excessive violence, from a television rating system to new ways of blocking inappropriate material on the Internet to the V-chip. By this July, fully half of all new televisions will have the V-chip; so will every new television in America by the year 2000. Years ago, Tipper Gore sounded the first alarm about the damaging effects on our children of excessive violence in movies, music and video games. Today, she is still drawing attention to mental illness. This June, she will host the first ever White House Conference on Mental Health, where we'll talk about how to recognize mental illness in young people before it's too late.

These are steps the national government is taking to protect our children. But it is not a job government can or should do alone -- parents come first. They should turn off the television, pay attention to what's on the computer screen, refuse to buy products that glorify violence. Make sure your children know you care about what they're doing.

And to the media and entertainment industries, I say just this: you know you have enormous power to educate and entertain our children. Yes, there should be a label on the outside of every video, but what counts is what's on the inside and what it will do to the insides of our young people. I ask you to make every video game

and movie as if your own children were watching it.

In the days ahead, as we continue the process of healing, we must pledge ourselves to the task of putting an end to the culture of violence and building in its place a culture of values we can be proud to pass on to all our children.

Thanks for listening.

END

Message Sent To: _____



SUNTUM_M @ A1
04/22/99 02:41:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: President's discussion with students at T.C. Williams High

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 22, 1999

REMARKS BY THE PRESIDENT IN DISCUSSION WITH STUDENTS

T.C. Williams High School
Alexandria, Virginia

12:45 P.M. EDT

THE PRESIDENT: Thank you, Mr. Porter. I think all of you know that we are being joined by several million students through various media outlets that are covering this, and so let me begin by saying I'm delighted to be here at T.C. William High School. Thank you, Mr. Porter. Our Superintendent, Herb Berg, is here, and I'm glad to be back in this school district again that has hosted me for so many important educational announcements.

Senator Robb and Congressman Jim Moran are both here with us, along with Mayor Kerry Donley. I thank them for joining us, and our two teachers, Ellen Harmon and Barbara Finney.

I want to spend most of my time today listening to you. I have a few questions I want to ask and I'm going to turn it over to the teachers as soon as I make a few opening remarks. But I got up this morning and I made some notes and worked over them again, and I'd like to say just a few things.

First of all, we're here, obviously, because of the terrible tragedy in Littleton, Colorado, and because, even though it is the worst example of school violence we've seen, it is by no means

the only one. And indeed, I think that some of the people joining us today are from Paducah, Kentucky, and Jonesboro, Arkansas -- at least those two communities which had examples of school violence last year.

I think it's important that, all over America, students and teachers have a chance to discuss their feelings about this, their ideas about what we should do. And it's especially important for younger children, who might be quite traumatized, and wonder whether they are, in fact, safe at school. So I want to talk a little about all of that.

There is really nothing more important than keeping our schools safe. And we've tried to do a lot of things in that regard over the last few years -- having a zero tolerance for guns and drugs policy, putting new community police officers in schools where they're needed, trying to support more counselors in schools, more after-school, more mentoring programs, more conflict resolution programs. We've tried to help school districts and students and teachers who wanted to do it to have -- for younger children, elementary and junior high school, using school uniform policies or dress code policies where they wanted to implement those things. But we know that there are things which have to be done sort of beyond the government and beyond anything government can do.

I spent a lot of time thinking about this, but I want to say, last night and today I thought about the work that my

wife has done on this for many years, and I went back and re-read the chapters in her book that deal with the problems that children have in coping with violence, and the responsibilities of parents and the larger society. I thought about the work that the Vice President's wife, Tipper Gore, started doing well over a decade ago on this whole issue.

And I think we have to ask ourselves some pretty hard questions here: What are the responsibilities of students themselves? What are the responsibilities of schools? What are the responsibilities of parents? What is the role of the larger culture here? Is there a sense in which the fact that all of you are exposed to much higher levels of violence through television, through video games, that you can actually figure out how to make bombs on the Internet -- does that make a difference? Does it make these kinds of things more likely to happen? What are our responsibilities?

But before I open it to you, I'd just like to make one other comment. I think, particularly for young people who may be quite frightened as a result of this, or for parents who may wonder about the safety of schools, I think it's worth restating two or three basic things. First of all, on balance, our schools are still the safest place our kids can be in most communities under most or all circumstances.

Secondly, I think it's worth reminding everyone that in spite of these horrible instances, our country is still fundamentally a good and decent place, and our people are good and decent people. And we have seen the way the community of Littleton responded to this -- people standing in line for hours to give blood; people showing up to volunteer their services as counselors and in other ways; with the way people have reached out to each other. We see a kind of microcosm of how America has reacted to this.

And I think it's important that the young people of our country know this and that the parents know this, that they should remember we -- as horrible as this is, we have seen once again what is basically decent and good about America. And we should remember that most schools are more nearly represented by the kind of conversation we're having around here today than by the horrible incident we saw in Colorado.

So I think that's enough for me to say. But I'm interested in what you think about it -- what your reactions are, what you've done here to try to avoid this, and what you think the responsibilities of the rest of us are, starting at home and going all the way up to the President, and also the cultural issues I mentioned.

You know, we have to acknowledge, as Hillary does in this book -- and I went back and read some of the things we talked about over the last 20 years -- that we do have more violence among younger people in America than other cultures do. And everyone has to take a hard look at what all the elements of our society are that contribute to that and what we can do to diminish it.

I also would like to say -- let me just mention one other thing. I think it's important because of the action in which we're involved in Kosovo today. We don't know all the facts about what happened in Littleton, but one of the things that's come out of this that's really made an impression on me is that the young men who were involved in this horrible act apparently felt that they were subject to ridicule and ostracism

and they were kind of social outcasts at the school. But their reaction to it was to find someone else to look down on. And, apparently, they were very prejudiced against African Americans and Hispanics, and observed Adolf Hitler's birthday, and otherwise reacted to that.

This is something that you see a lot, around the world and throughout human history, that people who themselves feel disrespected, instead of developing an enormous sympathy for other people who have been subject to discrimination, instead look for someone else to look down on; so they can always say, well, I may be dissed at school, or I may be subject to disrespect in some other environment, but at least I'm not them.

And I think that's a larger problem we really have to fight, because you look around this room -- of course, we're in perhaps the most diverse school district in America today -- but this is a great opportunity for us, as long as we lift other people up, and recognize the inherent dignity and worth of all individuals and all ethnic, religious and cultural groups.

And so I think that's another point that needs to be made here -- they had the wrong reaction to the fact that they were dissed. Hey, look, everybody gets dissed sometime in life. Even the President -- (laughter) -- sometimes, especially the President.

So these are some of the things that I was thinking about that I hope will spark your thoughts. And I think I'll turn it back to you and to the teachers to discuss this in any way you'd like.

MS. HARMON: Okay, maybe I'll start us off, here. I'm a government teacher here at T.C., and many of these students are government students. We've been discussing this quite a bit between yesterday and today. We also have some peer mediators here with us today, and I believe some other students.

Goodness knows, adults have enough to say about this, so this is really your time to have a conversation and to share your thoughts with the President on this and with each other. So I'd like to just open it up to the students. And is there somebody who has a question or a comment that they'd like to share right away?

Who wants the mike?

THE PRESIDENT: Yes, pass the mike.

MS. FINNEY: Mr. President, I would like for one of my mediators to tell you how mediation works in this school, and it definitely works. I respect the mediators, they are models of respectful behavior, and mediation really is based on respect for human dignity.

Now, I have some very good mediators in this building. Unfortunately, I could not bring them all in here and I was very limited. So I got some of my veterans. And I would like to hear from Zori (phonetic) first. Zori is one of our veterans who is a senior who will be going off to college, and I will miss her.

STUDENT: Hello. Well, first of all, I think that because of the peer mediation program in this school, it has helped a lot of students. And I think that if they had that in maybe Littleton or if they had a type of setting where students could just basically talk and release, and it seemed like -- it really did seem like a tragedy in Littleton, from a buildup of anger or aggression that really should have been let out. And I think that works with programs like peer mediation.

MS. FINNEY: I'm sorry, I'm Mrs. Finney, the peer mediator advisor.

Q Hello, my name is Tomika Barber (phonetic). A mediation works where there are two students -- sometimes even more -- Ms. Finney gets a complaint. It can come from an administrator; it can come from students, themselves; teachers. And we have a circle table where we sit, two mediators, and let's say, for example, myself and Zori, and we sit at the table and the people that's are getting mediated, they come in and they're seated down also.

We have four basic ground rules that we tell them that they agree to follow. One is no name-calling, no interruptions, to be honest, and to work hard to solve the problem. And we get into the mediation that way. And we ask who would like to go first. We hear both sides of the story.

We then recount it to them, asking them, well, this is what you're saying to us. And once we come to agreement that this is what happened with the problem, the situation, then they try to, themselves, find a solution for it. And we, as mediators, we help them find solutions for their problem. And they have an option of going through with this, following through, being able to calm down, sit down and talk this problem out with us. And it's a good program.

THE PRESIDENT: I wanted to ask this question -- because I honestly believe that young people can help each other -- particularly at this age -- maybe more than adults can, maybe in some cases, more than their parents can, if things get out of hand.

But what I want to ask you is, how do they get there, if they're really angry? What if they're too embarrassed about what they think is being done to them to talk about it? Do they get there only when they come to you, or do other kids say, hey, these two people are having trouble, or these two groups are having trouble. You need to go to them. Can you all talk to me about that?

STUDENT: Yes, Mr. President. My name's Jenny Dennis. I'm also a peer mediator here at T.C. And just as Tamika said, people can be referred to mediation. Students themselves can come and let Ms. Finney know privately and confidentially that they would like to be mediated with other students -- they feel threatened, or embarrassed, like you said, and they just need to get things off their chests.

And one of the things that Zori did say was that the problem in Littleton appeared to be anger that had built up, and the action that was taken could have been prevented, I think. But one of the things that we do do, in mediation, is we let the students vent out their problems. Each side gets a turn to talk, and sometimes there can be confrontations right at the table, but Ms. Finney and an administrator are there to take care of the problem.

And I've noticed a lot of times that the more they talk about the situation, the more the real story comes out. It's hearsay that goes by, and the venting out, letting them talk about it, and talk to each other really helps them to get the anger out that it appears it built up in these few teenagers in Littleton.

THE PRESIDENT: Go ahead.

STUDENT: Another good thing that this school has is, we have a safety hotline that's been instituted. And then that safety hotline, they can reach peer mediation, and it's confidential. It should be instituted in all the schools across the country, I feel. And this really could have been prevented if they had something like this, because a lot of people said they were threatened by the people in this crew. And a lot of people said that they'd seen it on the Internet. Somebody could have called the safety hotline, if this school had one instituted.

THE PRESIDENT: So you're saying if they had a hotline, as opposed to a peer mediation group, then someone who was afraid --

STUDENT: No, they work together -- they work together.

THE PRESIDENT: That's what I mean. In addition to. So, if someone were afraid, they could call the hotline and say, here's what I think is going on.

STUDENT: Yes. And it's confidential, you just --

THE PRESIDENT: Okay. Suppose I call the hotline and say, listen, I just talked to one of these people, and they're talking about getting guns and shooting people -- then what happens? I called the hotline, here. What happens?

STUDENT: Peer mediation can be contacted with that. Because you have given us a name, or Mr. Porter can talk to them or something.

THE PRESIDENT: I think this is good. That's wonderful. Okay.

STUDENT: Hello. I'm a peer mediator, and what's so wonderful about peer mediation is that peers can talk to other peers without them being punished. So it's more like they feel more confident when they come to peer mediation, because you don't have to worry about getting punished, or teachers bringing attitudes toward you or anything, you feel more comfortable.

And the peer mediators, they learn more, too, because as you help others, you see that other problems, or you could handle them in a simpler way because you see what the teacher sees it through. Like, if you're doing a teacher's job, then you could see

what they're going through and how petty everything looks. That's what I got out of it.

STUDENT: And prevention is better than cure, and it prevents all of that from happening beforehand.

STUDENT: Mr. President, as you noted earlier, this is a very diverse school. And one of the problems in Littleton was perhaps that that school was not as diverse, and the people who were feeling ridiculed felt that they maybe didn't have a place to go, like a group that they fit in with. And here at T.C. Williams, being so diverse, everyone really has a group they can be with. There really is no way a person cannot have a group they can go to, because there are so many different types of people here at T.C. Williams. It's really stunning, if you look down the halls how many different people we have, how many cliques, how many social groups, racial groups, national groups. It's really amazing.

STUDENT: May I just comment on that? I'd love to tell you all the great things that makes T.C., makes all of us feel so safe, and makes T.C. such a great place. But the fact is that I think the kids in Littleton also felt that their school was just as safe as we all do. And the thing is, is that I don't know if it could have been prevented, you know, and if there are things.

But the thing that I'd like to say is that what's so great about T.C. is our administrators in T.C. We're all -- I feel -- personally, I feel like we're all able to come to the administrators, and the administrators and teachers in some way are all connected in the community, and we all know each other pretty well. And they're very -- they know what's going on, some way or another. Before the kids find out I think the administrators just jump on it. And I think that's really important, to have a real keen administration. But, you know, I don't think that Littleton's administration was any less than that.

THE PRESIDENT: First of all, I think that's a very brave thing for you to say. But there's no doubt that those people are very good people, that they have a good school, that they thought things were rocking along -- which is why -- that's why what you said I think is very important, that there needs to be some organized outlet that people can access privately. Because nearly everybody in America believes this couldn't happen in their school. So I think having this way to call and say, this is going on -- we all need warning systems.

STUDENT: But, see, the problem is -- what I feel is, I feel the administrators knew about this because a lot of people say, like, on the news and stuff, the students seemed to know about this crew already and seemed to not have done nothing about it. They didn't bother to prevent it -- because they had a page in the yearbook for this crew and everything already.

THE PRESIDENT: Yes, but the point I'm trying to make is that -- a lot of people seemed to have known in general, but most people didn't -- a lot of the people who knew, I think, didn't know that they might do what they did. And that's why it's important to feed all this stuff in someplace, because there are people who do know that -- let me come back to the beginning here. I'd like for you all to talk about this.

Let me just say what I was going to say. One of the things that all kids are taught by their parents, you know, is this old "sticks and stones will break my bones, but words will never hurt me." That ain't true, if you'll let me use bad grammar. (Laughter.) That's not true, because a lot of this stuff starts with words, you know?

And even in what I do and the people I deal with, it's amazing how much energy is lost and how many things are not done for America because people in Washington, D.C., at the highest levels of power and influence, get hurt by what other people say about them -- mean, bad things other people say about them. And then they get in the position where they try to bait each other to say mean, bad things, you know.

And I think that somehow, maybe we all -- particularly in a culture that desensitizes people to violence, if they're profoundly alienated -- and I still think that's a big part of this -- all of us have to do a better job of teaching young people not to let themselves be defined by the words other people use against them.

That's something that really struck me when I read these accounts, is how alienated these young people were because these athletes were saying bad things about them or who else was saying bad things about them. They were different. But, then, they had to look for somebody to feel bad about.

That's why I like this peer mediation thing, because it tends to take the sting out of words at the earliest possible time. But people really still get hurt so badly by what is said about them. And somehow, we've got to make people more immune to that.

Go ahead.

STUDENT: What really bothers me is the students, the two students having so many bombs and just having those booby -- I was wondering where they got it. And it seems to me that they're really into this Internet, having their own web page. I think that they got their sources -- I mean, how to make them -- out of the Internet. I mean, what is our government doing to prevent this information, dangerous information, you know, so that they don't make bombs and they don't blow people up and they don't hurt people?

THE PRESIDENT: You know, when the bomb blew up in Oklahoma City and the Federal Building was destroyed and all those people were killed, we pointed out that the way the Internet is going with these web pages -- people can learn how to build bombs like that on the Internet. And there is a limit to how much we can control it. And we're looking for ways to try to at least help parents deal with what their children can get off the Internet, and a way to use ordinary law enforcement tactics effectively against people who are trying to do illegal things over the Internet. But it's very difficult.

I mean, one of the things that's wonderful about the Internet is kind of its capacity for infinite expansion. And that's one of the great things about it. I don't know how many teachers here now get research papers where all the sources are off the Internet. But it's great. That's the good news. The bad news is it's almost impossible to find this stuff, sort it out and figure out whether it's illegal or not, and do something about it.

But I agree with you, it's going to be one of the big challenges we face, because there's been a lot of talk about -- if you've seen in the last three or four days about whether the Internet plus having very young people play very violent video games where they learn to shoot people and stuff, that those two things have added an extra element to an otherwise already pretty violent culture. And I think we're going to have to take another look at it.

It's not easy. I don't want to pretend that it's easy. If you look at how many thousands and thousands of pages, web pages, are being added to the Internet every day, it's the fastest growing organism in human history for communications. And it presents us a great challenge.

STUDENT: Hello. My name is Sean Sinota (phonetic). I can say that, whose responsibility is it, really, over the Internet? Because it would be very hard for the government to control it, and then you get into the ideas of free press and, you know, free speech. But what about the parents, what about the teachers, you know? These kids don't just have these computers in their own house and doing their own thing. There should be people watching them. It's not your responsibility, or anybody else in the government's responsibility to keep kids off it. It all comes back to home. It all comes back to school. It all comes back to the community.

And I think that if people really wanted to have things like bombs taken off the Internet, then it would have to come from back home, come from people, come from houses, come from parents that are upset with their kids looking at how to make bombs and how to shoot guns. Not from the government, but it has to come from people that can -- they can cry all they want about how kids are looking at it, but it all really comes from yourself. Just keep your own kids off of it, and keep yourself off of it. And eventually, that's the way to destroy it.

THE PRESIDENT: Well, I do think it's important that in all these discussions, we not take the focus away from the home. I agree with that. If you look at all the facts that we know from the incidents that happened last year -- all the school violence incidents -- it appears that there were some cases in which the parents were -- to go back to what you said, about how other kids knew and they didn't call in -- there appears that there were some cases in which the parents knew that the kid had a problem, including an obsession with guns and bombs; and there were other cases where they didn't know, and might not have been able to know. But I do think that we shouldn't minimize that.

The only thing I want to -- to go back to what you said about the Internet -- I agree with that. You don't want me to choke off the Internet. It's one of the greatest things that ever happened. But we've got to figure out a way to apply the ordinary restrictions of the criminal law in that context, just like you would any other. I think that's all you're saying, is we need to -- if somebody's doing something illegal there, we should -- but the problem is, how do you -- how do parents limit their children's access to something they shouldn't be able to see?

And I do think that the role of the Internet, and the way it's bringing everything into the home, has made a parent's job much more difficult. And it's harder to know what to do and how to do it. It's much, much harder. And I think we ought to just fess up to that.

But I'm sympathetic with you. We don't want to destroy what's great about the Internet. It's revolutionizing the American economy; it's opening up opportunities for people, opening up educational opportunities; bringing whole libraries to homes of people who could never afford them. I mean, it's doing a lot of good. But we've got to figure out a way to deal with these downside risks.

STUDENT: My name's Erica Brisker (phonetic), and in terms of talking about parents and things, as much as I can see, people that I can perceive about this, that administrators and students knew what was going on, or knew that there was --

THE PRESIDENT: A problem.

STUDENT: -- things happening, that there was a problem. I would think that the administrators would try to call the parents, to let the parents be aware of it, because it's the best way to do it since the parents are supposed to be in charge of the kids in their home. And that at least if both the parents and the administrators had a watch on, that they might be able to fix the problem. At least, even if they didn't know that there were bombs in the house, or whatever, they might be able to call and deal with mediation or whatever needed to happen.

MS. FINNEY: I also want to say, Mr. President, that there was a young man that was on the news the other day saying that he knew these two guys. And he also said that he heard them planning this last year. If this young man had had the initiative to tell someone he trusts in the school, or his parents -- I mean, we don't know now, but I would hope these kids here, sitting here, if they have a peer or they hear about it, that they can get in touch with someone. And someone -- it would be someone like me, their administrators, a supporter, and we will take that time to try to get those students in, just to see what's going on.

And I know I have very sympathetic mediators, especially the ones I have here today. And I have some more good ones, and they always come and inform me of things that might be happening or they have observed. And we try to get a handle on that. And if we get that, we can eliminate some of the problems.

THE PRESIDENT: I want to hear from the students, but that goes back to what you said. What I would like to -- the message to go out across all the millions of students like you that are listening, and all of the schools, is that no matter how good your school is and no matter how good your programs are, we need a little humility here. And you're not doing something bad if you hear people talking about doing something or you see them becoming profoundly alienated in ways that could be destructive, if you tell someone who's in a position of responsibility to do something about it. They're not going to be punished if they hadn't done anything wrong, but we might be able to prevent more of these things.

I do think that one of the lessons that will come out of this incident, no matter what the facts turn out to be, is that there has to be a hotline, there has to be some sort of early warning system; there has to be a climate in which children feel, young people feel that they can ring the alarm bell when they see something like this.

STUDENT: Hi, Mr. President, my name is Cindy.

THE PRESIDENT: Oh, yes, you've been waiting a long time -- she's been waiting longer than anybody else. (Laughter.)

STUDENT: Coming from a different background, I'm Hispanic, and I go every day to maybe -- my two parents that work, and they work hard. But I think that what we're missing are morals. I think that we should be taught correctly. And even though they're not home, they know I'm doing right. Thus, it should also go to the administration in the schools. There should be more discipline toward the students.

THE PRESIDENT: I agree with that. But what happens if all of that still doesn't work because young people at some point develop a whole other life? I mean, when you look at what is apparently the fact here, these -- they created a whole new culture for themselves, a whole other life, which -- we don't know the facts

yet about what their parents did or didn't know, about what the schools did or didn't know. I think it's important for us not to make hasty judgments about Littleton.

I agree with what you say. But I also think in addition to what you say, we've got to have some warning system to protect everybody else.

Go ahead.

STUDENT: Usually, when I watch the news there's a lot of blame being placed on movies and video games. I really feel that people should stop placing blames on things like that and just actually spend more time with their children. For instance, my mother runs a salon -- usually, she's not able to be at home, but usually, once she gets back home around 8:00 p.m. or after closing, we all sit down together and work out our little discussions or problems we have at school. So I really think that's really missing in society today.

STUDENT: Also, Mr. President, I think that one thing that my parents taught me is that, like a tree, you form it when it's little, and how you form it when it's little, it comes up right. So it should all start when you're a little person. Don't start to discipline your children like when you're 15. You can't do nothing at that age. It should start at home when the children are starting to grow -- maybe at the age of three, four, when they're learning their morals, when they're learning what's right and what's wrong. In that way, that tree won't be bended, that tree will be straight.

THE PRESIDENT: Go ahead.

STUDENT: I just had a quick question for you. A lot of blame has been placed in different areas -- areas of higher crime, saying that those kids are going to be more inclined to repeat crimes. Seeing that this was an area, it's like a white suburban area, an area of lower number of minority people, what do you think this is going to mean for the country? Do you think it's going to take the focus off of racial groups as being like the cause of problems?

THE PRESIDENT: Well, I hope so. You know, it's interesting -- all of these instances of school violence, even though they occurred in schools which some had a lot of racial diversity, some had not much racial diversity, but they all occurred away from inner-city areas with very high unemployment and high general crime rates. They tended to occur more in small towns and rural areas or suburbs, where you normally would not think that society itself falling apart around you would happen.

Now, part of that could be the absence of the kind of warning and alert systems that you often have in the big city

schools. I mean, a lot of big city schools, for example, all routinely have metal detectors and things like that because they know they've got to protect their kids. But I think what it means is that whatever is out there in our culture, whether it is the failure of parents to teach their kids, whether it is that plus then the extra exposure to violent experiences when you're young, kind of one step removed through media or video games or whatever, whatever it is -- what it shows is that the people in rural America and in suburban America, in low-crime America and upper-income America are just as vulnerable to having alienated young people in gangs or in isolation take violent action. I think that's what it shows. And it should destroy any of our racial or economic stereotypes about this. This is something that can happen anywhere. That's the point you made, and I think that's right.

STUDENT: It's great that our school has the hotline we can call and the peer mediators that we can go to. But we also, in this school, have social workers and psychologists. I mean, there's people in school who are trained professionally that are here. And I think that's great that we have that choice. I mean, we have so many choices that we can choose from. We can go to the peer mediators, or we can call the Safety Hotline, or we can go see these professional social workers that we have in the school.

And I was wondering, I mean, how much of the schools around the U.S. do they have that? I mean, I want to know if it can prevent --

THE PRESIDENT: Well, the truth is that some do and some don't. More and more, I think, schools are doing that. Some have economic constraints; some may not think they need them. But I believe that -- I can tell you this. One of the things I have tried to do is to make it possible for schools to have more trained personnel and more options to serve children, and have a whole variety of different needs.

And I suspect that one positive thing that will come out of this awful incident is that schools all over America today will be doing an inventory of what kinds of supports they have for their children. And they will -- I expect, just because we're doing this, your principal and your teachers will be flooded with inquiries over the next two weeks about what you have done here; about the peer mediation thing, about the -- what kind of social workers you have, what kind of psychologist do you have, what kind of support do you have -- because I think we will see everybody taking a serious look at this.

I'm glad you made that point, though, because there are people who have genuine emotional problems that require more professional, intense, longer-term help than even the peer mediators can provide. So I think that's an important point you make.

STUDENT: Hi, my name's Jannelle Mitchell (phonetic) and I'm a senior here at T.C. And I just wanted to know that, I mean, when is there going to be a change? I mean, there's been a lot of

acts of violence in the schools recently, and I think that, now that you know about peer mediation and hotlines and everything, I think there should be immediate action towards these things, so they don't happen again. Because as a student, I need to have that guarantee of safety, and truthfully, I really don't feel safe anymore. Maybe not at this school, it's really safe here, but at other schools. I feel very sorry for the students who don't have the resources that we have.

And I think that it's going to need immediate action, for kids in other places that don't have the resources that we do, so they can feel safe when they go to school. I mean, it's a real tragedy that something like this had to happen before real action is done. And I want to know, when is the government, when are you going to do something for the other students out there?

THE PRESIDENT: Well, first of all, you should know that we have provided, already, funds -- last year -- for a lot of these services for schools. And the Attorney General and the Secretary of Education put out a booklet that basically cited the best practices in all the schools.

We don't -- the federal government doesn't run this high school. You know, you have a local school board, and most of the money comes from the state. We give some money, so -- but what we did, we sent out a handbook, which basically had the best practices, for early warning signals, for preventive programs. for the kinds of things that you do here. And we've provided a lot of support to help schools to have the services they need to make them more safe.

Now, in the next few days I'm going to send another piece of legislation up to the Congress to do even more of this. But for it to work, people have to use the resources that are there, and implement the systems that are there, and it has to be done in every school in the country.

Let me just say -- this is kind of along the lines of your question -- when I called the County Commission in Littleton, Colorado, the woman who's in charge of the local county government there, she was very, I thought, quite brave, considering it was in the middle of this crisis. The school hadn't even been -- not all the children had been taken out yet. And she said, well, if this can happen here, it can happen anywhere, and maybe, finally, every school in America will do what is necessary to try to prevent this.

So we have -- last year we had the first White House conference in history on school safety. We have sent things to every school in America and we have -- and I said, I'm going to send another bill this week, or in the next few days, to do more. But it has to -- every school has to realize that if you want to be safe you have to be prepared, just like you are here.

STUDENT: Hi. I'm a junior here at T.C. Williams. I just want to say that there's really no way where you can point out

to a racial group or a social class that they're the ones responsible. I think we should -- parents, teachers, the government, the students, themselves -- we should all work together to try to prevent this thing.

Many things we try -- many times we forget that a small crack can cause a big problem. We tend to ignore students, parents, teachers and so forth. We tend to ignore -- there are things which occur in life, or things that you hear when you're walking down the hallway and we just think nothing of it.

But many things shape an individual -- influence from parents, what they have taught you when you were little; influence from your teachers; the actions which your friends made. But, overall, as an individual you should be shaped by all these actions and everything that has gone around you to make the right decision and know when to act on something.

And there's really -- I mean, of course, you're going to put limitations on where you can get this information and that information -- like, make bombs and everything -- but there's always going to be a way in which someone will be able to obtain that information. You can't just block it off forever or destroy the information completely -- that would probably be the only way to solve it.

But I think it all depends -- it goes back to all of us working together. It's not an individual, it's not a parent's fault, it's not a student's fault. It's everybody working together to achieve this goal and the common welfare of everybody and the safety for students, parents and the community, itself.

STUDENT: My name is Anna, and I just wanted to say that one of the greatest things about the hotline is that it's anonymous. And I think oftentimes students are more tuned into other students. As connected as teachers and the community can be, it's very student-to-student relationships, where they can pick up on things that are going on.

And I think a lot of times students don't come forward if they're suspicious of things because they're afraid of the backlash or getting called names or more confrontation. I think being able to have an anonymous source is very important, so that there are people aware that can take the right steps into looking into things. So I think that having an anonymous hotline is very important.

STUDENT: Mr. President, I also think that racism should stop, because even though we are a different color, we have a different background, we're all individuals, and we all should treat -- we should all be treated equally. We all can achieve anything we want. So the racism should stop, because the racism leads to bad things, like what happened in Colorado.

That could have been prevented. The individual shouldn't feel left out, they should feel as part of a group. Like us at T.C., we're all part of a group. We're part of a big family here, and we're happy to be here.

So I think that racism cannot produce anything good. So we should all see each other as individuals that are equal.

THE PRESIDENT: Great.

Yes?

STUDENT: My name is Ryan. I was just going to say the same thing. I think, in addition to the peer mediation and the safety hot lines, there really isn't any sure-fire guarantee that this isn't going to happen again, because all it does is -- it takes one person for this to happen again. And I think the main message we need to spread here is that high schoolers all over America, you know, you just need to be more sensitive to others and more considerate. Because I think, obviously, this is one of the reasons why it happened in the first place and other places, too, like Paducah and Jonesboro.

So I think high schoolers everywhere just need to be more considerate and sensitive to other's feelings, because I mean, it really will take a long while to change the mentality of, really saying, that, okay, words won't really affect the way I feel. But in the meantime, I think being more considerate and just accepting people for who they are, like we do here at T.C., will hopefully eliminate some of the animosity.

THE PRESIDENT: I must say, these things you say to me are among the most impressive things of all, because all of us want to be part of groups, and we are part of groups whether we like it or not; we're all part of groups. You know, we just -- from the families we're born in and the lives we live.

And the trick is to convince people that it's good to be part of a group, a racial, an ethnic, a religious, a cultural group, to be an athlete, to be a scholar, to be into music, to be into whatever. But it's not -- it doesn't have to be negative when compared with someone else. That's the thing that breaks your heart.

And also, it's very important -- another reason I like this hotline and I like what you said is that it's very hard to be 13, 14, 15, 16, 17 years old; and if you are very lonely and very alienated and you feel you don't belong with anybody or anything, and then all of a sudden, one or two other people come along and they're just like you, and then you find something on the Internet that you can read that you can relate to, and then things begin to spin out of control. And I think what you said about reaching out to people who seem to be alone and have nobody to care about them. I think that's very, very important as well.

I think that you know it a lot better than I do. But as old as I am, I can still remember, it was -- I had some pretty tough times when I was 13, 14, 15, 16 years old -- and I had a very fortunate life. You realize how hard you have to work to keep from getting into patterns that will be destructive throughout life where people feel that they only count when they're in a group, that then they're opposed to somebody else, they can look down on somebody else. It is the curse of human society throughout the world.

Go ahead. You two, and then -- this young man hasn't spoken yet, but go ahead. We'll get you the mike as soon as he finished. Who wants to go next? Go ahead.

STUDENT: Back to what you were saying about -- you said earlier about desensitizing our society. It seems like at this point, the children, the younger people still are more vulnerable to influence -- they're a lot more desensitized than maybe like 20 years ago. And I think the media really does need to take more responsibility for that, because the best-sellers in the box office these days are movies which have the most people killed. You know, like -- in the trailer, you see, oh, those people are dying, and the violence, and we see on the news, it seems like all the news is bad news. So I think because of that, the value of a human life has gone down. And that's why you see kids who think maybe they wouldn't understand the impact of what they really did when they went into school that day, or any other of the seven cases of school violence.

THE PRESIDENT: Yes. Let me say this -- I really respect all of you very much to have said that this is a matter of personal responsibility, family responsibility, and you don't want to blame the culture. I respect you for saying that -- I don't want to blame the movies or blame the video games; what you've said and how you've talked with your mother and everything.

But I think you have to recognize -- let me just say, for example, when I was your age, if anything, the racism was more pronounced, the social hierarchies in the schools were dramatic. If you were between those who were in and those who were out, people fought regularly on the school grounds and they were vicious to each other and -- but you didn't have as much gun violence.

And I think it is unquestionable that more people have more access to more weapons, and more people at an earlier age can move from profound alienation and misery into using violence against others than was the case 20 or 30 years ago, because they either have -- they have more opportunities and because they've been desensitized, and maybe because they don't have a chance to sit down with a mother or a father the way you do every night.

So the only thing I'm saying is, I think it's important not to oversimplify this. And I hate it when people blame someone else and don't take responsibility for what they did, but I don't think we can be blind to the fact that there are more opportunities and there is a greater openness to taking violent action on the part

of alienated people today than there was 20 or 30 years ago.

And I think the experience that these children have before, maybe -- maybe even when they're very young, before they form proper barriers in life about what's right, what's wrong, what can or can't be done, makes them quite vulnerable.

STUDENT: I'm a little concerned at the backlash that's going to go out against people who are like into Gothic culture and rock music, because they're going to be blamed for instigating this whole situation. And I'm also concerned about being able to say things at school when you're angry, because when you're angry, you say things that you would not normally say. I'm really concerned that people are going to be suspended on the spot if they say something like "I hope something bad happens to you because I'm angry at you."

THE PRESIDENT: So how do you think we should deal with that?

STUDENT: I really think that people should be more careful of what they say and use -- like when they're angry, there are more positive ways of dealing with the anger than saying bad things to other people, or screaming. There are healthier ways to deal with your anger than just going out and threatening people because they're totally mad at them, or sitting there and brooding over it.

Like we said, there are counselors here, there are psychologists. If there is somebody people can talk to, to talk about what's making them angry and what's making them unhappy, I would think it's a lot easier. Because I, personally, have a family that I can talk to when I have stuff to complain about, and I find it much easier to deal with after I vent out some of that negative emotion, like when I talk to my dad about what's bothering me at school or what's the problem.

THE PRESIDENT: Good for you. Let me say, just generally, I don't think -- if all of you who have participated in this conflict resolution thing -- maybe you've seen enough of this in other students to know this -- but I can tell you from having lived a lot more years, this is a big problem later in life, too. Sometimes it's a bigger problem for men than for women because of the cultural sort of preconceptions of our society.

If you don't learn to talk about your feelings when you're young, and you don't have a constructive outlet for it, it just gets harder and harder and harder as you get older. And we're talking today about avoiding terrible tragedy. But we ought to talk just a minute about having a good life. You know, most people won't do anything really terrible and most people will have some sort of life, but if you want to have a good life you have to have some constructive outlet for your feelings.

And that's one thing that I really like about this whole way we're talking today. And I hope that it's something that will go out across the country and will change the way young people just live their lives. And I hope it's something you can take out of high school, because -- you'd be amazed how many people my age, in very responsible positions, still can't manage their anger because they never learned to have a constructive way to talk about it.

So this is not just -- I mean, I know we're here to talk about this school violence, and I don't want to get off the subject, but I think that this is a general problem of life. And you have said a very important thing. And I hope that all of you will remember this, that it's not just something for high school. And to avoid having bad things happen, learning to manage your anger and to actually share how you really feel about something, and get it behind you is one of the most important aspects of growing up. And you would be amazed how few people can really do it right.

STUDENT: My name's Kelly Catrone (phonetic), and I just want to say that I think we also need to take a look at how easy it was for these boys in Colorado to get these guns. And I know we already have a waiting period on how long you can get guns, or whatever, but I think we need to take some other action to make regulations on weapons and other guns, so that they don't fall into the hands of the wrong people, and this sort of thing doesn't happen again.

THE PRESIDENT: There is no other country in the world where it is so easy for people to get and misuse weapons. And we have a culture of having a right to own weapons, and a right to use them, and a big hunting culture -- and I grew up in it, participated in it, and enjoyed it very much.

But I have -- every little thing I've tried to do, from the passing of the Brady Bill to the passing of the assault weapons ban, all these things have met with violent opposition, as if I were trying to destroy the American way of life. And all I'm trying to do is keep more people alive.

And so I think that we need -- we don't have, really, time to talk about this, because I want all of you to talk, but this will be a part of what we are trying to do, to strike a better, proper balance between making it harder for people who are violent to get guns and misuse them, without interfering with the constructive role that it plays in our society.

MS. HARMON: I was just going to say, we're running a little short on time. Maybe we could take a few more questions. It's up to you.

THE PRESIDENT: Yes.

STUDENT: We are one of the most free countries in the world. Like, we have more freedoms, more rights than almost any

place else in the world. And the easy answer in the wake of a dilemma like this is restriction of those rights, take some of them away -- high school kids, make them wear uniforms, make them have clear backpacks.

We have to be careful that we ensure people's security without running high school like a prison system. We have to find a way where we can ensure people's safety without at the same time treating young people like second-class citizens. And I'm really worried that in the wake of a disaster like this, then the first thing people are going to say is, oh, they're kids, they're rights don't matter, you can just take them away -- take away their freedom of speech, take away their freedom to be a person. And I just hope that that doesn't happen.

THE PRESIDENT: First, I think that's a point well taken. You mentioned school uniforms -- let me tell you the position I took on that. I spent some time in Long Beach, California, which is the third biggest school district in California, which means it's huge. And it's the biggest school district that early introduced the school uniform policy -- not applied to high schoolers, for obvious reasons. But they did it in part because when the junior high schoolers had uniforms -- which were basically just two-color outfits they wore every day -- it distinguished them from the gangs, which created a safety problem. And it made all the kids safe.

But they found, interestingly enough, that kids from upper-income as well as lower-income families did better in those very troubling years where you're moving right into your teenage years. And it lowered dropouts, it increased attendance, it reduced discipline problems. It worked fine. What we tried to do was to say if the community decided they wanted to do it, then we would help them. And we've seen it happen a lot.

Now, my only question in this regard, in the order question you asked -- and, again, I think it's very important that we not rust to judgment in Littleton. Those people are still grieving; they are still heartbroken. We do not have the facts there. It is very important that none of us make judgments about that now. But we can make judgments about how we want all schools to run.

But one of the things that struck me there was this whole black trenchcoat deal, and whether or not -- if the hotline, if they'd had a hotline, and whether or not you had this kind of stuff there -- whether the school administrators should have been able to say, we're not going to have a school uniform policy, but we'll have a non-provocative dress code policy. Is that too much of an infringement on individual liberty?

We can't answer that question. You've raised a good question. But let me just give you the other side of it. And you have to decide, in every case, whether it's an infringement on liberty or it's like going through a metal detector at an airport. I don't know how many times, before I became President, I was just

traveling around like all the rest of us, how many times I went through a metal detector at an airport, and I set it off because of my belt buckle, or the money clip in my pants, or whatever, so I had to turn around, take it all out, go back in, blah blah blah. Well, when all this started, people said, well, is this going to be an infringement on our liberty, right? And then people saw planes hijacked and blown up, and they said, please infringe my liberty a little bit -- (laughter) -- so that no one felt -- I say, nearly no one felt that it was an undue infringement on our liberty.

I'll give you another maybe what you think is a harder case, motorcycle helmet laws. You'll say, I ought to have a right to split my head open if I want. But that's not entirely true, because if I hit you and you split your head open, and you wouldn't have if you'd had your helmet on, then I and society are supporting you, in a way.

So these questions -- I am glad you made the point, but the point needs to be debated against the larger, the other large issue of individual freedom versus heading this stuff off. That's all I'm asking. And you might keep little models in your head about the importance of free speech, see, on the one hand, and the airport metal detector on the other, and then whenever somebody comes up with a specific, argue it within that framework.

STUDENT: My name is Lauren Losanto (phonetic), and, Mr. President, your wife, Mrs. Clinton, knows what she's talking

about. It takes a whole village to raise people. And if we all -- as a community, and a nation, and everything in a world -- if everyone just looks out for everyone else's kids, including their own, good things are going to happen. And Mrs. Clinton just knows what she's talking about, I think.

THE PRESIDENT: I agree with that. Thank you. (Laughter.) I think that's very important, that -- one of you asked me what I was going to do. I think that the import of what everybody said, all of you said today, is that we all have responsibilities here. And that all these children are our children, and we all have responsibility.

Who's next?

MS. HARMON: I'm sorry to have to say this, but the afternoon is drawing to a close here, students do have to move on. And we're delighted --

THE PRESIDENT: You guys have got to get on the buses, right?

MS. HARMON: Yes, coming up anyhow. We're very happy that all the students could participate today, and we're so glad that you shared your thoughts in the candid way that you did. So thank

you very much. And especially thank you to President Clinton for coming here and sharing, and listening to us as well. We're delighted to have you here.

THE PRESIDENT: Let me just say this -- I know we've got to sign off. First, you were terrific, and I thank you. I thank you for being honest. I thank you for being forthright. Second, in the next few days, as the agony of the grief fades in Colorado, and as the facts tend to come out more, I think -- I'm speaking not only to those of you who are here in this room, but the millions of children all across our country who are listening, and the teachers, and the educators -- we are going to be working hard on this. And anyone who has more ideas for us needs to feel free to send them to us at the White House, and send them to the Secretary of Education.

We are working to reach out to the country. We want to do what we can to create more environments like this one, and to do everything we can to minimize the chance that anything like this will happen again. And we want to, in the process, reassure the children and the parents of America that overwhelmingly our schools are good, safe places.

Thank you. (Applause.)

END

1:48 P.M. EDT

Message Sent To:

April 21, 1999

CLASSROOM DISCUSSION ON SCHOOL VIOLENCE

DATE: April 22, 1999
LOCATION: T.C. Williams High School
Alexandria, VA
BRIEFING TIME:
EVENT TIME:
FROM: Bruce Reed, Thurgood Marshall, Jr.

I. PURPOSE

To have a discussion with high school students on the recent incident in Littleton, Colorado and on school safety issues.

II. BACKGROUND

You will participate in a discussion with 25 high school students enrolled in an Advanced Placement government class. T.C. Williams High School, part of the Alexandria City Public School System, is a large, urban high school with approximately 1,800 students of numerous racial, ethnic, religious, cultural, and socio-economic backgrounds. The students at the school were born in over 90 countries in the world, and speak more than 50 different languages. Last June, following the Springfield, OR school shooting, Attorney General Reno and Secretary Richard Riley participated in a listening session on school safety with students at T.C. Williams High School.

Alexandria City Public Schools have placed a high priority on school safety and security in their district. Every school is equipped with a team of professionals, including a registered nurse, a school psychologist, social worker, guidance counselor, and also has the support of uniformed police officer who serves as school resource officer. T.C. Williams High School currently receives COPS funds to help pay for their school resource officer. During the 9th grade, Alexandria students are required to participate in an anger management program. Four years ago, the Alexandria City Public Schools also established a "zero tolerance" policy with regard to weapons and drugs, and this was widely communicated to the students, parents, and community. Since the implementation of this policy, the school system has seen a decline in the number of incidents that could have resulted in suspensions. Dr. Herb Berg, Superintendent of Alexandria City Public Schools, participated in a school safety event with you at the White House in March

1998, and addressed these steps the district is taking to ensure safe schools.

The Alexandria City Public Schools also has a conflict resolution/peer mediation program, in which students, starting in seventh grade, receive special training to become peer mediators who help their peers resolve conflicts. They are trained to listen to both sides of an issue and help guide the peers toward a resolution. Using this approach, student mediators can ask questions of the involved students in a way that adults cannot. Four peer mediators from T.C. Williams High School will be involved in today's discussion.

The students in the A.P. Government class have been discussing the incident in Littleton, CO, and have specifically focused on: 1) whether this kind of event happen at their own school; 2) what role can the federal government play in preventing school violence; 3) how young people get access to weapons and explosives; and 4) why the parents and friends of the suspects were unable to detect a problem before the violent incident occurred.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed
Kris Balderston
Lowell Weiss

Event Participants:

John Porter, Principal, T.C. Williams High School
Helen Harmon, Teacher, T.C. Williams High School
Barbara Finney, Crisis Coordinator, T.C. Williams High School
25 High School Seniors enrolled in an A.P. Government Class
4 Peer Mediators/High School Seniors and Juniors

IV. PRESS PLAN

Pool Press. This discussion will also be broadcast live into classrooms nationwide by *Channel 1*, a classroom cable network which reaches 8 million middle and senior high school students and 500,000 educators.

V. SEQUENCE OF EVENTS

- You will enter the Media Center, accompanied by John Porter, the principal of T.C. Williams High School, and will take your seat with the discussion participants.
- John Porter will make a brief statement and introduce you.

- You will make remarks and open a discussion with the students and faculty.
- You will close the discussion and depart the Media Center.
- You will proceed to the Auditorium, greet overflow students, and depart.

VI. REMARKS

To be provided by speechwriting.



SUNTUM M @ A1
04/23/99 08:47:00 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: *Remarks of the President upon departing for NATO meetings*

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 23, 1999

REMARKS BY THE PRESIDENT
BEFORE DEPARTING FOR NATO SUMMIT MEETINGS

The South Grounds

8:18 A.M. EDT

THE PRESIDENT: Good morning. Before I leave to go to the NATO Summit this morning, I'd like to say just a few more words about the tragedy in Littleton and the steps we're taking to make all our schools safer.

The images from Colorado have become painfully familiar -- the terrified children, the racing ambulances, the grieving families. We saw them last year, in Pearl, West Paducah, Jonesboro, Springfield. We were reminded again this week that none of our communities is immune to senseless violence.

Still, it is important to remember, and to remind our children, that the vast majority of our schools are safe. Nearly everywhere in America a child still is safer in school than anywhere else in the community.

But this week's tragedy reminds us again that one act of violence is one too many. We must do more to keep guns out of the hands of children; to help our young people express their anger and alienation with words, not weapons; to prevent violence from shattering the peace of our schoolyards.

I've spoken to our Attorney General Reno, who was at the scene yesterday to assist law enforcement in their investigation, and to offer comfort to the students and the families. I also talked with Dr. DeStefano on the school board last evening for a few minutes to share some thoughts with them and to express my appreciation to them for their efforts.

The Justice Department today will make \$1.5 million from our crime victims trust fund available to help the communities assist the victims in their long journey toward recovery. And we will do more.

Last October, at our White House Conference on School Safety, I launched a new initiative to bring more of the same community policing that is doing so much to reduce crime on our streets to our schools. Today I'm pleased to announce the first of the grants funding these community police will be awarded to 336 schools and communities to help hire more than 600 police officers. Like their counterparts on the streets, these school officers will work closely with the citizens they serve -- with students, teachers and parents -- to improve campus security, to counsel troubled youth, to mediate conflicts before they escalate into violence.

I want to thank Senator Chuck Robb for his strong leadership on this issue. By the end of the year we hope to have 2,000 new officers in our schools and I encourage all communities to apply for these grants.

I also want to take this opportunity to remind communities that they have until June 1st to apply for the Federal Safe Schools-Healthy Students funds, to help them put in place comprehensive violence prevention programs. Those of you who were with me yesterday in Alexandria at T.C. Williams High School know how important the students there believe such a program is. These funds can be used for everything from establishing conflict resolution groups to hiring more mental health counselors, to establishing new mentoring programs, to installing metal detectors and other security equipment.

By taking actions to prevent future acts of violence in our schools we can best honor the memories of those who lost their lives.

Thank you very much.

Q Mr. President, you didn't mention gun control. Are you going to do more on gun control?

Q To be clear, sir, do all hostilities in Kosovo have to end before there can be consideration of ground troops, sir?

THE PRESIDENT: First of all, I know you understand I've

got to run over there and meet all the people that are coming. We will have more legislative initiatives to announce in the days ahead. As I said a couple of days ago, we will have some legislative responses and efforts we have been working on for some time, actually.

On the other, I think that our conditions are clear.
Thank you very much.

END

8:23 A.M. EDT

Message Sent To: _____

President Clinton: Helping to Keep Our Schools Safer
April 23, 1999

In a statement today, President Clinton will announce new assistance for the community of Littleton, Colorado and added resources for law enforcement to help communities keep students safe at school. Specifically, he will announce: (1) up to \$1.5 million in immediate supplemental funding from the Justice Department to assist the victims, their families, and the Littleton community with expenses relating to the recent school shooting; and (2) \$70 million in Justice Department COPS Office grants to help fund more than 600 school resource officers in 337 communities across the country.

Expanding assistance to victims. In response to requests from Colorado authorities, the Justice Department will provide up to \$1.5 million in immediate supplemental funds to support:

- ✓ **Direct compensation to victims and their family members** for funerals, uncovered medical expenses, lost wages of parents, and private mental health counseling for victims;
- ✓ **Additional personnel for critical incident stress management services**, including overtime costs for first responders; and
- ✓ **Added victims services and counseling personnel** for the affected and responsible agencies for immediate and longer-term needs.

Helping schools work with law enforcement to prevent crime and violence

- **Adding over 600 police officers for schools.** School resource officers provide schools with on-site security and a direct link to law enforcement agencies. The President will announce that the Justice Department will release \$70 million to fund more than 600 police officers in schools in 337 communities across the country. Today's announcement is the first installment in meeting the President's pledge last October at the White House Conference on School Safety to provide funds for up to 2,000 officers in schools.
- **Giving resources to schools and communities and across the nation.** Among the communities receiving assistance under today's announcement include: Monticello, AR; Fresno County, CA; Collier County, FL; Lexington Fayette Urban County, KY; Pearl River County, MS; Durham, NC; Baltimore County, MD; and Troutdale, OR.
- **Building on the President's successful community policing initiative.** In addition to helping communities to hire school resource officers to work in schools, the COPS Office is providing funds through a new School-Based Partnerships initiative, to link schools and community-based organizations with law enforcement agencies to help solve specific crime and discipline problems in and around schools.

Encouraging communities to adopt comprehensive school safety strategies. In addition to today's announcements, the President will urge communities to apply for funds through the new Safe Schools/Healthy Students Initiative, which will provide up to \$180 million this year - a total of \$380 million over three years -- to help 50 communities develop and implement community-wide responses to school safety and youth violence. The initiative, first unveiled at the White House School Safety Conference, represents a new partnership between the Departments of Justice, Education and Health and Human Services to provide comprehensive educational, law enforcement, mental health, juvenile justice, and other services to help communities prevent youth violence and drug abuse, in and out of school. Communities have until June 1, 1999 to apply for funds through this initiative.

Sending out 100,000 additional guides on the early warning signs of violence. Next week, the Departments of Justice and Education will distribute 100,000 additional copies of *Early Warning Timely Response: A Guide to Safe Schools*. The guide, aimed at teachers, principals, parents, and others who work with young people, provides information on how to identify and respond to the early warning signs of troubled youth that can lead to violence in schools. In addition, the guide also instructs schools on how to develop a violence prevention plan and provides a crisis procedure checklist for schools to use if violence occurs. Finally, the guide lists actions students can take -- such as listening to troubled friends, involving trusted adults, and asking law enforcement to conduct school safety audits -- to help create safer schools.



SUNTUM_M @ A1
04/20/99 08:39:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc:
Subject: correction: "bitter" and sad experience -- not "better"

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 20, 1999

STATEMENT BY THE PRESIDENT

The Briefing Room

7:48 P.M. EDT

THE PRESIDENT: I want to begin by saying that Hillary and I are profoundly shocked and saddened by the tragedy today in Littleton, where two students opened fire on their classmates before apparently turning their guns on themselves.

I have spoken with Governor Bill Owens and County Commission Chair Patricia Holloway and expressed my profound concern for the people of Littleton. I have spoken to Deputy Attorney General Eric Holder, who, along with Attorney General Reno, is closely monitoring the situation. I've asked the Attorney General and the Secretary of Education to stand ready to assist local law enforcement, the schools, the families, the entire community during this time of crisis and sorrow.

A crisis response team is ready now to travel to Colorado, and I strongly believe that we should do whatever we can to get enough counselors to the families and the children as quickly as possible. I know the other communities that have been through this are also ready to do whatever they can to help.

I think that Patricia Holloway would not mind if I said that, amidst all the turmoil and grief that she and others are

experiencing, she said to me just a moment ago that perhaps now America would wake up to the dimensions of this challenge -- if it could happen in a place like Littleton, and we could prevent anything like this from happening again. We pray that she is right.

We don't know yet all the hows or whys of this tragedy. Perhaps we may never fully understand it. St. Paul reminds us that we all see things in this life through a glass darkly, that we only partly understand what is happening. We do know that we must do more to reach out to our children and teach them to express their anger and to resolve their conflicts with words, not weapons. And we do know we have to do more to recognize the early warning signs that are sent before children act violently.

To the families who have lost their loved ones, to the parents who have lost their beloved children, to the wounded children and their families, to the people of the community of Littleton, I can only say tonight that the prayers of the American people are with you.

Thank you very much.

Q Mr. President, you tried to get this message out last fall. Is there anything additional that you can say or that the federal government can do to prevent things like this from happening?

THE PRESIDENT: Well, I think on this case it's very, very important that we have the facts, insofar as we can find

them out. You know, we had the conference here last fall; the Attorney General and the Secretary of Education prepared the handbook for all the schools that we asked to be widely used; and we do have, from bitter and sad experience, a great cadre of very good, effective grief counselors. My guess is that they will be needed in abundance there for the children.

I think after a little time has passed, we need to have a candid assessment about what more we can do to try to prevent these things from happening.

Q Mr. President, there seems to be an epidemic of these kinds of incidents now. There was Paducah, Kentucky; Jonesboro, Arkansas; Springfield, Oregon; and several others. Would you characterize this as an epidemic affecting the nation's school system?

THE PRESIDENT: I wouldn't want to use that word. What I would like to know is whether we can learn enough from this, which in its dimensions apparently is much greater than even the others were, and see what else we can do.

I had a very interesting conversation this afternoon with Congresswoman Carolyn McCarthy, who, as all of you know, lost her own husband, and son sustained a wound as a result of a shooting incident on a commuter train. And that's what we talked about.

I think tonight we owe it to the people of Littleton and to the families involved in this tragedy to let them go through the grieving and deal -- and try to get the facts. And then the rest of us have a responsibility to do everything we can to make sure this doesn't make 1999 another year like last year, that we don't have another rash of this, we really can be more effective in preventing it.

And I wish I could say more tonight, but I don't think I can.

Q Mr. President, have you been told, sir, that the death toll is as high as the 25 figure that we've heard? And secondly, sir, every time one of these things happens we go through this chorus of hand-wringing and say, we've got to stop it from happening again. Is there anything specific and concrete that you'd like to see happening that hasn't happened yet?

THE PRESIDENT: Well, I don't want to make -- there are, but what I would like to do is take a couple of days, because we don't know what the facts are here. And keep in mind, the community is an open wound right now, they have suffered as much as anyone can suffer. This is the largest group of fatalities, whatever the numbers are -- and I've heard various numbers, even as much as five minutes ago, right before I came out.

I'd like to answer that question, but I think anything I say tonight can only add to the pain of the people in Littleton and not serve to solve the problem. So I will answer that question when I have more facts and after we let a little time pass.

Q Mr. President, you said America should wake up. Wake up to what, sir?

THE PRESIDENT: Well, I think there are a lot of kids out there who have access to weapons -- and apparently more than guns here -- and who build up these grievances in their own mind, and who are not being reached. And it's not just Littleton. We know that now. We've had lots and lots and lots of places. So it's -- I don't know how many of you have been there. I've

actually been there, I know the community, and it's a wonderful place.

And I can't do better than what Patricia Holloway said, the Commission Chair -- if it can happen here, then surely people will recognize that they have to be alive to the possibility that it could occur in any community in America, and maybe that will help us

to keep it from happening again.

But you know what we put out before. You know the efforts we've made. And I just think that tonight we need to focus on the families that lost their kids, on the children that are wounded, on the grieving of the community, give this thing a day or two for the facts to emerge. And then I'll try to have more to say to you.

Q On just the point, Mr. President, at the time you had that conference last year your administration said the students are still safer sitting in a classroom than they are walking down the street. Do you think Americans still think that's true? Do you think that's true?

THE PRESIDENT: Well, statistically, for all the whole 53 million kids in our schools, it's true. But from the facts we're hearing about what happened at this school and the possibility that explosives were out there, that hand grenades were available, that other things were there, it obviously wasn't true there. That was obviously the most dangerous place in Colorado today.

So I don't want to -- but that doesn't -- that shouldn't make people believe that every school is in danger. What it should make every community do is to study this handbook we put out and see what lessons can be learned here.

But again, tonight I think the American people ought to be thinking about those folks in Littleton. Tomorrow and in the days ahead we'll have more time to kind of gather ourselves and our determination and go back at this again.

Thank you.

END

7:58 P.M. EDT

Message Sent To: _____

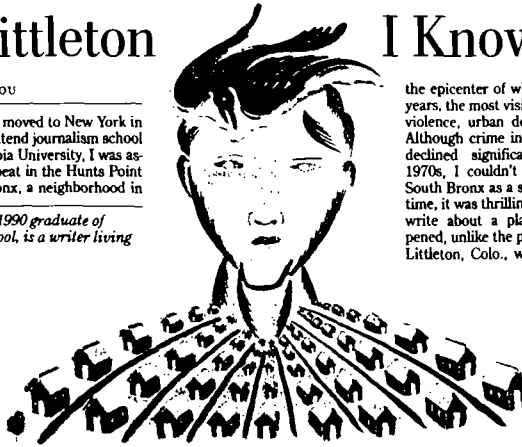
The Littleton

By LAKIS POLYCARPOU

When I first moved to New York in 1996 to attend journalism school at Columbia University, I was assigned a beat in the Hunts Point area of the South Bronx, a neighborhood in

Lakis Polycarpou, a 1990 graduate of Columbine High School, is a writer living in New York.

BY CATHIE BLECK FOR THE WASHINGTON POST



I Know Isn't Anytown. It's Notown.

the epicenter of what had been, for many years, the most visible symbol of American violence, urban decay and hopelessness. Although crime in the neighborhood had declined significantly since the early 1970s, I couldn't help but think of the South Bronx as a scary place. At the same time, it was thrilling. Here was a chance to write about a place where things happened, unlike the place I had come from—Littleton, Colo., where nothing had ever

happened, and I assumed nothing ever would.

So when a friend called on the evening of Tuesday, April 20, to tell me that my old high school was making national news, I thought he was pulling my leg. A five-hour siege? Bombs strewn about the building? As many as 25 dead? (That number was later revised to 15.) As a graduate student, I had reported on schools that had metal detectors, permanent security guards, barricaded entrances. Did my friend mean to tell me that my alma mater—open-campus, come-and-go-as-you-like Columbine High—had just emblazoned itself in U.S. history with a horrifying attack and a death toll higher than any other recent U.S. school massacre?

In the hours after the killings, the cable television networks, fueled by the need for constant commentary, began rounding up

the usual suspected causes of mass murder by teens—media violence, dysfunctional families, easy access to guns, lack of adequate moral fiber in our youth—while at the same time acknowledging that such explanations were not quite satisfactory. In the end, the moral handed up to the nation was as simple as it was pessimistic: Violence in this country is random, no one is completely safe, and Columbine High School proves it.

After my initial shock, it occurred to me that the attack—in its suddenness, its scale, its manner and its lack of understandable motive—in a strange way suited the suburbs southwest of Denver. Those suburbs include Littleton, the town nearest the high school, which is located in an unincorporated part of Jefferson County. That

See LITTLETON, B2, Col. 1

MARY McGRORY

A Right Not to Bear Pain

"It's the culture, stupid," began a letter, one of several from gun owners incensed because I had written that the horror at Columbine High School was caused by guns.

Godless Hollywood is to blame, a number of them said: vile videos,

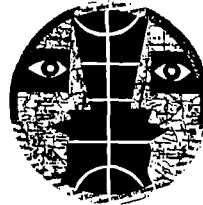
murderous computer games, a toxic stream of rap lyrics pushing unlimited violence and sex. For some, the real danger was the bombs the two boys had planted all over the school.

Those for whom guns symbolize liberty, power and self-sufficiency somehow skate by the fact that the 15

who died all fell from gunshot wounds. They say they can prove that the arsenals assembled by Eric Harris, 18, and Dylan Klebold, 17, were acquired illegally, that no more gun laws were needed.

See McGRORY, B5, Col. 3

A LOOK AT ...



A Serb-American Exchange

While the bombs fall, a Wisconsin professor and a former student now in Belgrade have an e-mail debate about the war. Page 3

UNCONVENTIONAL WISDOM

Are we really 'bowling alone'? A new study challenges the notion of a less civic-minded America Page 5

The Least Surprising Thing About Littleton

LITTLETON, From B1

A particular kind of insanity didn't occur in the Bronx, where schools were fought over as turf or students were shot in drug disputes. I don't pretend to know what motivated Eric Harris and Dylan Klebold, but murder as reenactment of action movies or video games... that was something that fit Littleton.

I started at Columbine High School in the 10th grade, and I still remember how eerie it was to walk into the building to register for classes. I had spent the year before at another Jefferson County high school 10 miles away in Lakewood, and as I entered the building I discovered that Columbine's floor plan was identical to that of the school I had left. The library, the gym, the cafeteria, the lockers, the classrooms—all were in exactly the same locations. I later found out that this was true of at least one other school in the county, which made sense from a budgetary point of view; why pay for three designs when one would do?

But that approach didn't do much for a sense of school individuality or identity, especially when the schools and their communities were so new. This interchangeability of place was not limited to school campuses. In many of the subdivisions around the high school, each third or fourth house is identical. More variety would have been an unnecessary expense for the developers.

The area where Columbine is located was empty prairie before 1970. When I graduated in 1990, much of it was still prairie, but the unrelenting growth of the metro Denver area has rapidly eaten away at that. Every time I return to visit my parents, it seems that there is another new strip mall or clump of tract housing going

up. Wadsworth Boulevard, the major street near the high school, has become an endless series of chain stores that extends all the way to north Denver, some 30 miles away. Driving the whole road is unremitting *deja vu*; every so often the stores repeat themselves, and one discovers yet another Office Max, Best Buy or Red Lobster.

The absolute interchangeability of place is at times stretched to more absurd proportions. Not five minutes from Columbine is a closed Kmart that was converted into a church; the giant K was simply replaced with a neon cross.

Thousands of people move through this world every day without a trace of irony, unconscious of the underlying world view that produces such a culture, a literalism that marks the ultimate separation of form and content. The ideology of extreme utilitarianism permeates everything. In this automobile-centered world, everything is a vehicle, interchangeable with every other vehicle, and completely separate from what it carries or holds. I once attended a Sunday matinee in a movie theater that had obviously just been used as a place of worship; the parishioners had left tattered paperback Bibles on the seats.

When I first went to Columbine, I knew a fellow student whom I used to talk to every day during my free period. A couple of months after I met him, he disappeared for 10 days. I didn't know if he had changed his schedule, moved away or died. I didn't know his last name, so I couldn't call him. Finally, he reappeared. He had been sick with pneumonia. Despite our previous daily contact, we had failed to build a close enough connection for me to know even the most basic facts about his life.

I later made a few more friends, and we went out at night once we could drive. We

made a beeline north for downtown Denver, which had a couple of cafes with character (mostly populated by "Goth" types). We were underage, so we weren't even allowed to set foot in a bar; any drinking happened off the record, at parents' homes.

When I was a senior, a fellow student died in a drunk driving accident. We all attended a tearful school assembly in which a friend who had survived the accident joined the administrators in admonishing us not to drink and drive. In the class immediately after, we spent a somber hour

We never knew our neighbors, except in passing.

discussing the incident. A classmate posed a question: "What are we supposed to do? There's no place for us to go out at night. We aren't allowed into bars. You have to drive to get anywhere." Even in the wake of a friend's death, she was utterly unable to conceive of the possibility of abstinence, or to think of any other fun activity in which she could participate that did not involve drinking and driving. It took me a few years to realize it, but that day I was staring in the face of suburban alienation.

In the aftermath of last month's shooting, there has been much talk of how it has devastated "the community" and how "the community" would pull together. While true, it also sounds strange to me, as I always pictured community as something that happened anywhere but in a place like the Littleton area. We never knew our neighbors, except in passing; we certainly never had a social connection to them. Children rarely played outside on the

street, as I had in elementary school in Lakewood. As far as I know, no one in my family ever joined a "neighborhood community" anything in the area. There was no pool, no ice rink, no town square in the area around Columbine. Neighbors moved into homes and then moved out, and it was often some time before you realized the people next door were new. There were several nice parks, and even a little stream nearby, but there never seemed to be many people outside, and if you did run into someone, he or she was as likely to be as much a stranger as the person I sat next to this morning in a crowded subway car.

The media describe Littleton as "anytown" but it could just as easily be called "notown." The Columbine area is technically not a part of any city: Littleton, which is in the next county, is just a mailing address for the vast area that includes the school. Several years ago, there was a ballot initiative to collect several of the neighborhoods into a township; because it would have raised property taxes, it went nowhere. My neighborhood was the apotheosis of a bedroom community, where shiny new automobiles slipped quietly in and out of their automatic-door garages and there was never any need to step past your mailbox.

Against the backdrop of this interchangeable world, with minimal connections to others, it's not difficult to imagine a student so dissociated from his environment and himself that prefabricated, reductive fantasy replaces reality. Many of my high school classmates—particularly those who had few social connections—devoted enormous amounts of time to video games. Suburban alienation breeds a kind of solipsism that is reinforced by the intense solitude of games such as *Doom* or *Quake*, which have as their singular goal blowing away as many bad guys as possible. Since

then, the widespread use of the Internet has added yet another vehicle for conflating fantasy and reality, encouraging the creation of a persona totally separate from a person's day-to-day life. The extreme ease with which kids can get powerful guns only exacerbates the fantasy/reality blur.

Since the Columbine tragedy, commentators have also pointed generally to the role of Hollywood violence, but haven't yet looked deeply at the specific kinds of media violence favored by the two student killers, whose favorite film, Oliver Stone's "Natural Born Killers" (1994), depicts an extreme, semiconscious reaction against suburban conformity, hypocrisy and alienation. We should be asking not just if media violence has an effect on kids, but why Harris and Klebold related particularly to a film like that.

We are unlikely to hear much of that kind of analysis, because it would indict something much deeper than action movies or the gun culture. It would blame suburban society and the inherent alienation in places like Littleton, where culture and community are either a function of monotonous consumption or dispensable altogether. Without a more nuanced critique of the kinds of choices people make about communities in late 20th-century America—where we live and how those places develop—we are unlikely to accurately account for the behavior of individuals whose actions are, after all, perhaps an extreme manifestation of something that's widely felt but rarely acted upon.

For the victims of horrific violence, understanding the perpetrators' motives provides little comfort. But if, as a society, we succumb to the temptation to believe that the specific causes that produce tragedies like the one at Columbine are either indecipherable or random, we risk missing the opportunity to diagnose a deeper malaise.

...

America's Littlest Shooters

When's the perfect time to give your child a gun?

That's a difficult question for some parents. Is it when your son is 12 years old? When your daughter is 14? You have to be careful. You can't hand out high-powered weaponry willy-nilly. Some children just won't know what to do with it.

Luckily, the National Shooting Sports Foundation, the leading trade association for the gun industry in the U.S., has been helpful on this matter. A pamphlet distributed some years ago by the foundation (and which still represents the foundation's philosophy) answers the perplexing question, "How old is old enough?"

The pamphlet, "When Your Youngster Wants a Gun," says: "Age is not the major yardstick. Some youngsters are ready to start at 10, others at 14. The only real measures are those of maturity and individual responsibility."

"Does your youngster follow directions well? Is he conscientious and reliable? Would you leave him alone in the house for two or three hours? Would you send him to the grocery store with a list and a \$20 bill? If the answer to these questions or similar ones are 'yes,' then the answer can also be 'yes' when your child asks for his first gun."

I say, right on. If little Jimmy can run to the store with a twenty and scamper back with the correct change, then by all means he should have a gun if he wants one. You feel that way, don't you?

This is not a joke. The gun manufacturers and distributors, whatever they are saying about the massacre in

Gun makers are targeting kids.

Littleton, Colo., have been aggressively marketing their deadly products to the youth of America for years. They have not done it secretly. Gun ownership has been declining in the U.S. and the industry has been openly in the hunt for new young shooters.

"The gun industry needs more customers and the gun lobby needs more contributors," said Josh Sugarmann, director of the Violence Policy Center, a research organization in Washington that favors firearms control.

The center released a study last week documenting the industry's intensive efforts over several years to recruit teen-agers and children into the gun culture. The title of the study, "Start 'Em Young," was taken from an article in the July 1998 issue of *Gun World* magazine that giddily championed the association of children and guns. A photo of an adolescent aiming a cocked revolver was captioned, "The author's son Steve would shoot this .22 single action all day every day if he could."

The article was headlined, "Start 'Em Young: There is no time like the present."

Apparently no child is too young. A photo in last month's issue of the magazine *Guns and Ammo* shows a little kid with big glasses aiming a big gun with both hands. The awkwardly

worded caption reads: "The Freedom Arms Model 1997 chambered in .45 Colt is comfortable to shoot as demonstrated by the author's seven-year-old son. Keep in mind that it is still more powerful than the legendary manstopping .45 ACP."

For those who like a little kiddie porn with their promotion of "manstopping" weapons, consider a magazine ad that showed a smiling little girl, a toddler, in a bathing suit that is tugged up suggestively in the rear. The little girl is holding a machine gun. The copy beneath the photo says: "Short BUTTS From FLEMING FIREARMS."

Fun, huh?

On Friday I asked Bob Delfay of the National Shooting Sports Foundation about the group's policies regarding children and guns. He said: "We feel the same way about introducing young people to the recreational use of firearms that we always have. It's not only an appropriate thing to do, it is a desirable and beneficial thing for a responsible adult to introduce a responsible young person to the recreational use of firearms. Many, many beneficial things can come from that, and incidents like Littleton rarely, if ever, come from that."

The foundation, in one of its trade publications, has said to the nation's gun manufacturers: "There's a way to help insure that new faces and pocketbooks will continue to patronize your business: Use the schools. This is where most of your potential down-the-line shooters and hunters now are."

The article concludes: "Schools are an opportunity. Grasp it." □

WEDNESDAY, MAY 5, 1999

National

The New H

A New Hint of Missed Signals in Littleton

Same Officer Knew Well of 2 Cases Involving Harris and Klebold

By JAMES BROOKE

DENVER, May 4 — In the latest indication that law-enforcement officials missed early warning signs about the Columbine High School gunmen, the same sheriff's deputy who investigated their van break-in last year also took the telephone complaint not long afterward that they were setting off pipe bombs, a check of records shows.

One week after the deputy, Mark M. Miller, wrote a report on the pipe bomb complaint, a juvenile-court magistrate granted the two teenagers, Eric Harris and Dylan Klebold, a form of probation for the van break-in. In an interview last week, the magistrate, John A. DeVita, said he would not have allowed probation had someone told him of the complaint, which also included information that Mr. Harris had posted three death threats against a classmate on the Internet.

In yet another indication of a lack of official information sharing, reports this February by the teenagers' probation officer suggested that he, too, had no knowledge of the year-old bomb complaint, or of a more recent complaint, dated July 19, 1998, against Mr. Harris.

In that later complaint, released by the authorities today, Randy Brooks Brown, the father of the threatened classmate, told a deputy that someone had fired a paint ball pellet through his garage window, spattering red paint on his cars. Mr. Brown, who had filed the bomb complaint four months earlier, told the deputy "it may have been" Mr. Harris, a neighbor.

Yet the reports by the probation officer this February made no mention of either complaint, spoke glowingly of both youths and granted them two months' early termination from the youth diversion program that had been a condition of their probation for the break-in.

Steve Davis, a spokesman for the Jefferson County Sheriff's Office, said that the agency had a computer-

ized database that cross-referenced files by number, name and address, and that he could not say why no one had picked up the warning signs waiting to be added together.

"It's up to the deputy at the time to make the call if he has enough evidence to put something together," Mr. Davis said. Referring to the suburbs around Columbine High, he added, "There are a tremendous number of juvenile calls in the South End especially, vehicles being broke into, criminal mischief."

As for Deputy Miller, who both investigated the van break-in and took the pipe bomb complaint, he

Why did no one put it all together? 'It's up to the deputy to make the call.'

was off duty today and did not return telephone calls.

In recent days, the Brown family and some Colorado journalists have criticized the sheriff's office for not sharing information about the youths with the prosecutor in the van case, the magistrate and the probation officer. Chuck Green, a columnist for The Denver Post, has called on Gov. Bill Owens to investigate the agency.

"Clearly," Mr. Green wrote, "the sheriff's office shouldn't be left to investigate itself and declare a verdict that might be seen as self-serving."

In response, Mr. Davis said today: "The general consensus here is, 'Bring it on.' We feel everything was handled by the book. We would welcome anything like that."

New details emerged today about Mark E. Manes, the 22-year-old arrested on Monday on suspicion of providing the two young gunmen a Tec-DC9, a powerful semiautomatic pistol that was one of four firearms

they used in their assault on Columbine High, in nearby Littleton. Manufacture of the weapon has been barred by Federal law since 1994, although existing guns may be sold among adults — but not to minors — without criminal records.

His lawyer, Robert L. Ransome, said Mr. Manes bought the weapon at a gun show near Denver last fall and sold it in late February to one of the youths. Mr. Ransome would not say which boy had bought the gun, although both were then under 18.

On three occasions in the month before the Columbine killings, the lawyer said, Mr. Manes went up "into the mountains" with the two youths to fire automatic weapons.

"Mark did not know this was going to happen," Mr. Ransome said of the Columbine killings. "When you are up in the woods shooting with kids, you just think, 'Hey, they like weapons.'"

Mr. Manes lives around the corner from Isaiah Shoels, a Columbine senior who was killed in the high school. And his mother, Diann Manes, is a member of Handgun Control Inc., the nation's largest gun-control lobby.

"She has been against guns forever," Mr. Ransome said, waving a Handgun Control mass-mailing letter addressed to Mrs. Manes. "Mark grew up in a house where no weapons were present."

His arrest on Monday was not Mr. Manes's first brush with local law enforcement. From age 16 to 19, he was cited four times for under-age drinking. During that time, he was also stopped five times for traffic violations, once, when he was 17, for trying to elude a police officer after midnight.

After attending Columbine High for his freshman year and the first half of his sophomore year, Mr. Manes later attended an alternative high school and a community college, and now works as a computer programmer. He met Mr. Harris and Mr. Klebold through a young man on his street who delivered pizza for the same Blackjack Pizza outlet where the two teenagers had after-school jobs as cooks.

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**President Clinton:
Announces Comprehensive Legislation to Keep Guns Away
From Youth and Criminals
April 27, 1999**

Today, President Clinton will announce new legislation to strengthen federal firearms laws and make it more difficult for kids and criminals to have access to guns and explosives. The President's proposed bill will include new proposals to: (1) reduce illegal gun running by limiting the purchase of handguns to no more than one per month; (2) raise the age of the youth handgun ban from 18 to 21 years of age; (3) ban the juvenile possession of semi-automatic assault rifles; (4) halt the importation of large capacity ammunition magazines; (5) require Brady background checks for the purchase of explosives; (6) help law enforcement trace more crime guns to their source; and (7) authorize repeat inspections to crack down on gun dealers involved in illegal gun trafficking. The President's package represents the most comprehensive gun legislation any Administration has put forward in 30 years.

BUILDING ON THE SUCCESS OF THE BRADY LAW. Since taking effect in 1994, the Brady Law has prevented over a quarter of a million felons, fugitives, stalkers, and other prohibited purchasers from buying handguns. In November 1998, the National Instant Criminal Background Check System (NICS) took effect, allowing access to a fuller set of records that law enforcement officials can use to conduct checks of all prospective gun purchases -- not just for handguns. To date, NICS has conducted over 3.4 million background checks on gun purchasers, and the FBI has stopped over 36,000 illegal gun sales. The President's legislation will propose strengthening the Brady Law by:

- **Extending the Brady Law's requirements to purchases of explosives.** Under current law, no Brady background check is required to buy explosives. The President's bill will help cut off easy access to explosives by requiring Brady background checks before the sale of explosives, and by extending the same prohibitions in our gun laws to prospective purchasers of explosives. The bill will also prohibit convicted felons from purchasing any quantity of black powder, which is used to make most pipe bombs, and require all explosives dealers to keep records of their sales of black powder.
- **Closing the gun show loophole on Brady background checks.** In 1998, there were more than 4,000 gun shows held in states across the country as well as flea markets and other events at which guns can be traded anonymously. An estimated 25-50 percent of the sellers at these gun shows are unlicensed and the guns sold by the unlicensed sellers are not subject to background checks. As a result, gun shows can provide a forum for illegal firearms sales and gun trafficking. In fact, a recent review by the Bureau of Alcohol, Tobacco, and Firearms (ATF) of 314 gun show investigations found that 46 percent of these investigations involved the purchase or sale of firearms by felons, and 34 percent involved the sale of firearms later used in serious crimes, including homicides. To end this policy of firearms being sold at gun shows on a "no questions asked" basis, the President's bill will require : (1) Brady background checks on all firearms transferred at

gun shows, with the assistance of federally-licensed dealers; (2) vendors to report information on firearms sold at gun shows to the ATF, so that they can be traced by law enforcement if they are later used in crimes; and (3) gun show promoters to register with the ATF and notify it of all gun shows.

- **Creating a mandatory Brady waiting period.** Although the NICS has generally improved law enforcement's ability to conduct background checks, a mandatory waiting period will provide a cooling-off period for handgun purchases and allow local law enforcement officers to check additional, non-computerized records. Accordingly, the President's legislation will: (1) require a minimum 3-day waiting period for all handgun purchases; (2) add up to an additional two days to the waiting period if law enforcement officers need more time to clarify arrest records; and (3) provide authority for dealers to notify local law enforcement officials of all proposed handgun purchases.
- **Extending the Brady Law to violent juveniles.** Although violent youth convicted in adult courts are barred from owning firearms as adults, the same is not true for youth convicted of serious violent crimes in juvenile court. Violent juveniles should be treated as adults for their adult crimes, and stopped from getting weapons to hurt again. The President's legislation will permanently ban all violent juveniles from buying guns, so that they cannot purchase a gun on their 21st birthday.

RESTRICTING YOUTH ACCESS TO GUNS. Keeping guns out of the hands of juveniles has been one of President Clinton's top priorities. He fought for and signed legislation prohibiting the juvenile possession of handguns, requiring "zero tolerance" for guns in schools, and establishing the Youth Crime Gun Interdiction Initiative (YCGII) to help identify and arrest adults who traffic guns to children. The President's bill will do even more to restrict unauthorized youth access to guns by:

- **Raising the age of the youth handgun ban to 21 years of age.** In 1994, President Clinton signed into law the Youth Handgun Safety Act, which generally banned the possession of handguns by juveniles under the age of 18, and prohibited adults from transferring handguns to juveniles -- except in limited circumstances. A separate provision of the 1968 Gun Control Act also prohibits federally-licensed gun dealers from selling handguns to any one under 21 years of age. However, it is perfectly legal for 18-20 year-olds to possess handguns -- and even to buy them from unlicensed sellers, such as from a neighbor who is a private collector. Additionally, ATF gun trace data show that the more crime guns are traced to 18 and 19 year-olds than all other age groups. The President's legislation will extend the provisions of the youth handgun ban to youth between 18 and 21 years of age.
- **Banning juvenile possession of semiautomatic assault rifles.** Although the Youth Handgun Safety Act generally banned the possession of assault pistols, it did not include assault rifles and large capacity magazines manufactured before the Assault Weapons Ban went into effect. Thus, it remains legal for juveniles under the age of 18 to possess

these deadly weapons and ammunition. The President's bill will prohibit their possession by juveniles in any instance.

- **Holding adults responsible for child access to guns.** Child Access Prevention (CAP) laws promote gun safety and responsibility by holding adults responsible if they allow children easy access to loaded firearms. According to a study published by the Journal of the American Medical Association, CAP laws help reduce fatal unintentional shootings by an average of 23%. The President's legislation will impose felony penalties on adults who knowingly or recklessly allow a child to have unlawful access to a gun that is later used to cause death or injury. Individuals sentenced under this provision could be imprisoned for up to three years, fined a maximum of \$250,000, or both.
- **Requiring child safety locks for guns.** Child safety locks and other devices can reduce the unauthorized use of handguns, by a child at play or a teen looking to commit a crime. Many youth have to look no further than their own home to get their hands on a gun: it is estimated that one third of all privately-owned handguns are left both loaded and unlocked. To address this problem, the President's bill will require federally-licensed firearms dealers, manufacturers, and importers to provide a child safety lock or device with every gun they sell.
- **Increasing penalties for transferring guns to juveniles.** The President's bill will increase penalties for adults who transfer handguns to juveniles knowing that they will be used in a violent crime -- establishing a new mandatory minimum sentence of at least 3 years and up to 10 years.

CRACKING DOWN ON ILLEGAL GUN TRAFFICKERS. In 1996, President Clinton launched the Youth Crime Gun Interdiction Initiative (YCGII) in 17 cities to help trace crime guns to their source, as well as identify and arrest the adults who traffic firearms to our children. Since that time, YCGII has been expanded to 20 more cities and conducted more than 200,000 traces for local law enforcement. Additionally, over the last two years the President has proposed hiring more than 280 new ATF agents and more than 40 new federal prosecutors to arrest gun traffickers and violent criminals, and crack down on illegal gun sales.

- **Reduce illegal gun running by limiting handgun sales to no more than one per month.** The President's legislation will crack down on gun trafficking by limiting handgun sales to a maximum of one per month. Gun runners should not be able to circumvent Brady background checks, and employ "straw purchasers" -- or persons not prohibited from purchasing firearms -- to buy guns in bulk and divert them to the street. The President's bill will implement a national system as soon as practicable to limit handgun sales to one per month.
- **Allowing law enforcement to trace all firearms used in crimes.** Under current law it is much more difficult for law enforcement to trace used firearms that are later used in crimes. To improve law enforcement's ability to trace crime guns, the President's

legislation will require that federal gun dealers also report the manufacturer, model, and serial number of all used guns sold to ATF's National Tracing Center. No information on the purchaser would be provided to ATF unless the gun later became the subject of a crime gun trace.

- **Doubling the Youth Crime Gun Interdiction Initiative (YCGII).** Over the past 2 years, the President has expanded the YCGII initiative to 37 cities -- helping them to trace all crime guns to their source, to identify illegal gun markets, and to crack down on gun traffickers. Last year, ATF initiated over 300 investigations in these cities, which involved over 3,300 illegally trafficked firearms. The President's bill will increase the number of cities participating in YCGII over the next 4 years to a total of 75.
- **Increasing penalties on gun kingpins.** To send a strong message to gun runners that their illegal gun trafficking will not be tolerated, the President's bill will double the maximum penalty for illegally selling firearms without a license (from 5 to 10 years of imprisonment), and instruct the U.S. Sentencing Commission to enhance the current penalty for offenses where over 50 firearms have been illegally trafficked.
- **Cracking down on gun dealers involved in illegal gun trafficking.** While most gun dealers are not associated with unlawful activities, some are involved in the illegal gun trade. The President's legislation will allow for more inspections of federal firearms licensees (from 1 to 3 per year), tougher penalties for serious violations that interfere with trafficking investigations, and suspension of a gun dealer's license for willful violations of the Gun Control Act.

STRENGTHENING THE ASSAULT WEAPONS BAN. In 1994, the President fought for and signed into law legislation to ban the manufacture and importation of the 19 deadliest assault weapons, their copies, and large capacity ammunition clips. Last year, the President also took action to ban the importation of over 50 models of modified assault weapons. The President's bill strengthens the assault weapons law by:

- **Banning the importation of all large capacity ammunition magazines.** Although the 1994 assault weapons law banned the future domestic manufacture and importation of large capacity ammunition feeding devices that hold more than 10 rounds of ammunition, those manufactured before the law's enactment were grandfathered. Because of the difficulty in determining when large capacity ammunition magazines manufactured by foreign companies were made, it has become relatively easy for foreign gun manufacturers to circumvent the ban. As a result, the President's bill will close this loophole by banning the importation of all large capacity magazines -- regardless of when they were manufactured.

Homicides by weapon type

	Handgun	Other gun	Knife	Blunt object	Other weapon
1976	8,651	3,328	3,343	912	2,546
1977	8,563	3,391	3,648	900	2,618
1978	8,879	3,569	3,685	937	2,490
1979	9,858	3,732	4,121	1,039	2,710
1980	10,552	3,834	4,439	1,153	3,061
1981	10,324	3,740	4,364	1,166	2,927
1982	9,138	3,501	4,381	1,032	2,957
1983	8,473	2,794	4,214	1,098	2,730
1984	8,183	2,835	3,956	1,090	2,626
1985	8,164	2,973	3,997	1,052	2,795
1986	9,054	3,126	4,235	1,176	3,018
1987	8,781	3,094	4,076	1,169	2,980
1988	9,375	3,162	3,978	1,296	2,869
1989	10,225	3,197	3,923	1,279	2,877
1990	11,677	3,395	4,077	1,254	3,037
1991	13,101	3,277	3,909	1,252	3,161
1992	13,158	3,043	3,447	1,088	3,024
1993	13,981	3,094	3,140	1,082	3,233
1994	13,496	2,840	2,960	963	3,071
1995	12,069	2,671	2,735	974	3,162
1996	10,731	2,531	2,692	917	2,778
1997	9,796	2,601	2,355	822	2,637

Source: FBI, Supplementary Homicide Reports, 1976-97.
See the methodology section in Additional Information About
the Data for weighting and imputation procedures used.

Homicides by weapon type and age of offender

Age of Offender

	Under 14 Gun	Under 14 Nongun	14-17 Gun	14-17 Nongun	18-24 Gun	18-24 Nongun	25+ Gun	25+ Nongun
1976	53	50	965	809	3,586	2,658	8,413	3,817
1977	49	51	991	669	3,489	2,776	8,144	4,219
1978	77	43	885	760	3,931	2,699	8,513	4,075
1979	49	49	1,032	862	4,506	3,072	9,232	4,383
1980	59	53	1,185	898	5,085	3,620	10,131	5,169
1981	45	32	1,034	759	4,321	3,353	9,911	5,020
1982	42	56	863	753	3,820	3,359	8,927	5,061
1983	35	43	746	690	3,363	3,149	8,051	4,930
1984	35	37	711	555	3,335	2,933	7,805	4,925
1985	54	39	855	581	3,374	2,788	7,864	4,816
1986	60	34	1,004	713	3,752	2,882	8,376	5,357
1987	53	58	1,118	675	3,846	2,850	7,802	5,301
1988	54	47	1,507	733	4,477	2,849	7,858	5,308
1989	86	43	1,963	631	5,309	2,745	7,658	5,269
1990	58	45	2,325	817	6,181	3,007	8,397	5,634
1991	95	37	2,737	839	7,676	3,058	8,165	5,662
1992	91	49	2,869	727	7,492	2,472	7,792	5,056
1993	115	43	3,371	801	8,171	2,627	7,500	5,009
1994	131	49	3,337	778	7,824	2,403	7,147	4,820
1995	98	40	2,692	741	7,049	2,269	6,657	4,643
1996	60	37	2,135	779	6,656	2,273	5,998	4,475
1997	44	43	1,961	552	6,076	2,116	5,673	3,978

Source: FBI, Supplementary Homicide Reports, 1976-97.
See the methodology section in Additional Information About
the Data for weighting and imputation procedures used.

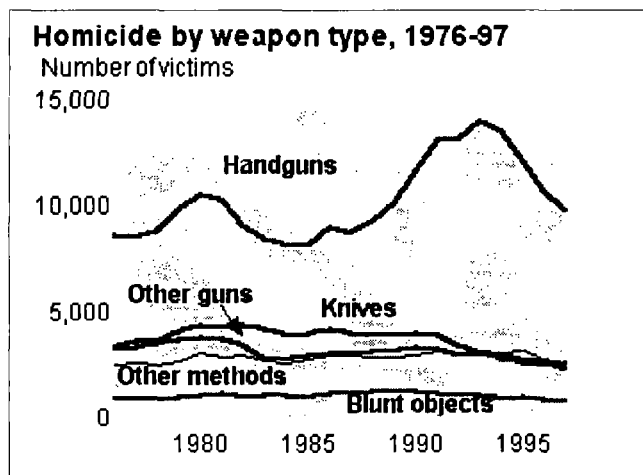
Homicide trends in the U.S.
Weapons used

**Homicides are most often committed with guns,
especially handguns**

**Like the homicide rate generally, gun-involved incidents
increased sharply in the late 1980's before falling recently**

During this same time period, homicides involving all other weapons have
declined slowly.

To view data, click on the chart.



**Gun homicides by teens and young adults rose sharply
beginning with the mid-1980's and have fallen since 1993**

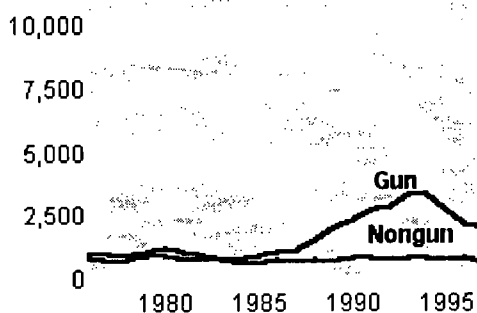
- The trend in non-gun homicides shows little change, declining for all age groups
- Gun homicides by adults 25 and older reflect a general downward trend
- The sharp increase in homicides in the late 1980's and much of the subsequent decline is attributable to gun violence by juveniles and young adults

To view data, click on the chart.

Homicide offending by age of offender and weapon use, 1976-97

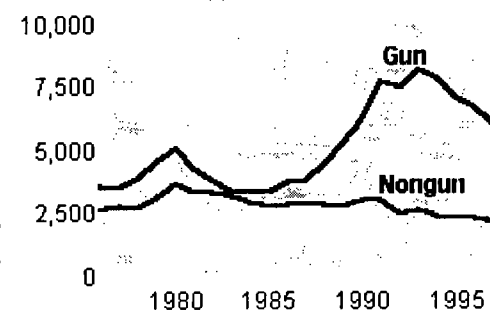
Ages 14-17

Number of homicide offenders



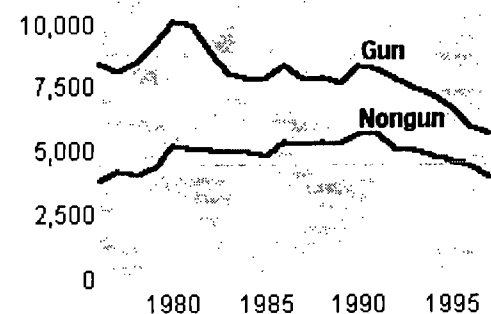
Ages 18-24

Number of homicide offenders



Ages 25+

Number of homicide offenders



Source: FBI, Supplementary Homicide Reports, 1976-97

Additional information about the data used in *Homicide trends in the U.S.*

Bureau of Justice Statistics
U.S. Department of Justice
www.ojp.usdoj.gov/bjs

December 11, 1998

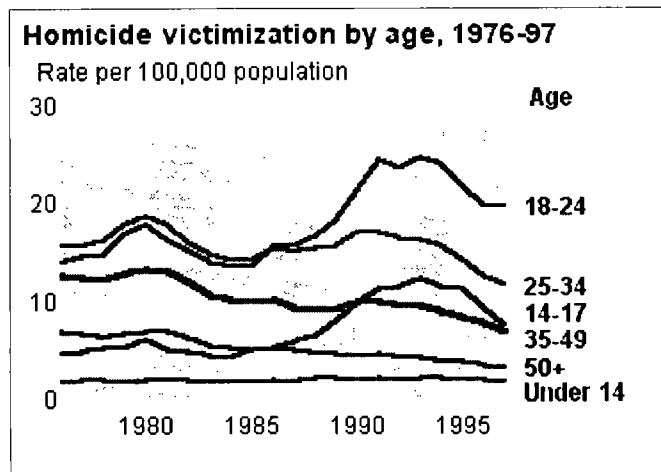
Homicide trends in the U.S.**Age trends**

The rise in teen involvement in homicide as both victims and offenders beginning in the mid-1980's was dramatic

Homicide victimization rates for teenagers and young adults increased dramatically in the late 1980's while rates for older age groups declined

- homicide victimization rates for children under age 14 have remained stable and low relative to older groups
- the homicide victimization rate for 14-17 year-olds increased almost 150% from 1985 to 1993
- 18-24 year-olds experienced the highest homicide victimization rates, a change from the late 1970's when 25-34 year-olds had the highest rates
- the victimization rates have generally declined for adults ages 25-34, 35-49, and 50 and over
- Since 1993, victimization rates for teens and young adults have declined but still remain considerably higher than the levels of the mid-1980's

To view data, click on the chart.



For more information about age patterns in violent victimization see **Key Facts at a Glance**.

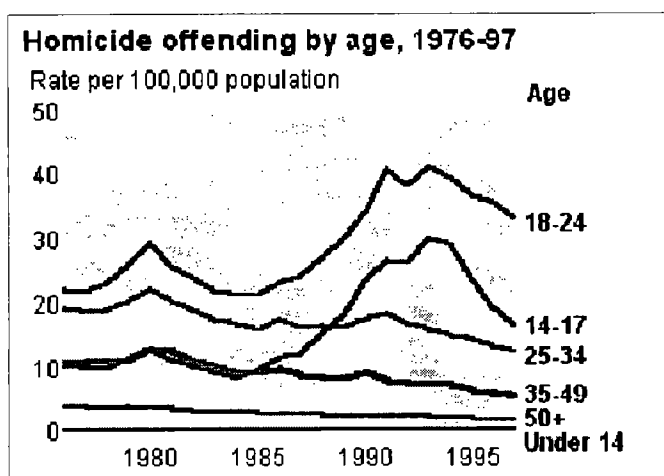
Homicide offending rates followed a similar pattern

Offending rates for teenagers and young adults increased dramatically in the late 1980's while rates for older age groups declined

- the offending rates for children under age 14 changed little
- 18-24 year-olds have historically had the highest offending rates and their rates almost doubled from 1985 to 1993
- the homicide offending rates of 14-17 year-olds exploded after 1985, surpassing the rates of 25-34 year-olds and 35-49 year-olds
- Since 1993, offending rates for teens and young adults have declined but still

remain considerably elevated over earlier levels

To view data, click on the chart.



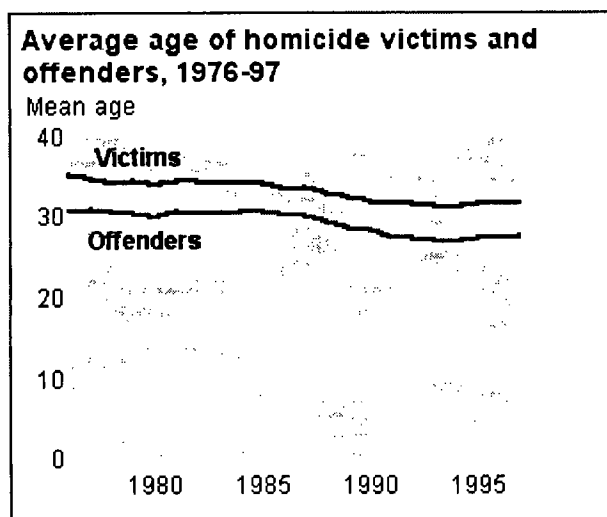
For more information about age patterns in violent offending see **Key Facts at a Glance**.

The average age of both victims and offenders has been declining

The average age of --

- victims is greater than that of offenders and fell from 35 years in 1976 to 31 years in 1994
- offenders fell from about 31 years in 1976 to 27 years in 1994
- both offenders and victims has increased slightly in recent years

To view data, click on the chart.



Source: FBI, Supplementary Homicide Reports, 1976-97

Additional information about the data used in *Homicide trends in the U.S.*

Homicide victimization rates by age, 1976-97

Year	Age of victim					
	Under 14	14-17	18-24	25-34	35-49	50+
1976	1.8	4.6	14.0	15.6	12.8	6.9
1977	1.9	4.9	14.5	15.7	12.5	6.7
1978	1.9	5.2	14.8	16.3	12.4	6.4
1979	1.8	5.3	16.9	17.8	13.0	6.8
1980	1.9	6.0	17.8	18.8	13.4	6.9
1981	1.9	5.1	16.3	17.8	13.2	6.9
1982	2.0	4.8	15.2	16.0	12.0	6.3
1983	1.8	4.5	14.0	14.8	10.7	5.5
1984	1.8	4.3	13.5	14.1	10.3	5.2
1985	1.8	5.0	13.5	14.2	10.1	5.1
1986	2.0	5.3	15.6	15.5	10.3	5.1
1987	1.8	5.8	15.7	14.9	9.5	5.0
1988	2.1	6.6	16.6	15.5	9.3	4.7
1989	2.1	8.0	18.4	15.7	9.3	4.6
1990	2.0	9.9	21.5	17.0	10.0	4.5
1991	2.1	11.3	24.4	17.0	10.1	4.6
1992	2.0	11.4	23.7	16.4	9.6	4.3
1993	2.2	12.3	24.7	16.3	9.6	4.3
1994	2.1	11.4	24.0	15.7	9.0	3.9
1995	1.9	11.2	21.9	14.1	8.3	3.9
1996	1.9	9.2	19.8	12.5	7.8	3.5
1997	1.7	7.5	19.7	11.6	6.9	3.2

Source: FBI, Supplementary Homicide Reports, 1976-97.
See the methodology section in Additional Information About
the Data for weighting and imputation procedures used.

Homicide offending rates by age, 1976-97

Year	Age of offender					
	Under 14	14-17	18-24	25-34	35-49	50+
1976	0.2	10.6	22.4	19.4	11.1	4.0
1977	0.2	10.0	22.1	18.7	11.4	4.0
1978	0.3	10.1	23.1	19.0	11.4	3.7
1979	0.2	11.7	26.2	20.3	11.6	4.1
1980	0.2	12.9	29.5	22.2	13.3	3.8
1981	0.2	11.2	25.7	20.3	12.8	3.8
1982	0.2	10.4	24.2	19.0	11.3	3.5
1983	0.2	9.4	22.1	17.5	10.2	3.0
1984	0.2	8.5	21.5	16.9	9.5	3.0
1985	0.2	9.8	21.4	16.0	9.4	3.0
1986	0.2	11.7	23.4	17.6	9.9	2.9
1987	0.2	12.3	24.1	16.2	9.2	2.9
1988	0.2	15.5	26.9	16.5	8.9	2.7
1989	0.3	18.1	30.2	16.4	8.4	2.5
1990	0.2	23.7	34.4	17.6	9.5	2.5
1991	0.3	26.6	40.8	18.6	8.2	2.3
1992	0.3	26.3	38.4	16.8	7.7	2.3
1993	0.3	30.2	41.3	15.9	7.4	2.4
1994	0.3	29.3	39.6	15.2	7.4	2.0
1995	0.3	23.6	36.7	14.4	6.7	2.0
1996	0.2	19.6	35.7	13.4	6.2	1.8
1997	0.2	16.5	33.2	12.4	5.5	1.7

Source: FBI, Supplementary Homicide Reports, 1976-97.
See the methodology section in Additional Information About
the Data for weighting and imputation procedures used.

Year	Mean Age	
	Victim	Offender
1976	35.2	30.8
1977	34.7	30.9
1978	34.4	30.7

1979	34.4	30.3
1980	34.1	29.9
1981	34.5	30.6
1982	34.4	30.5
1983	34.3	30.5
1984	34.3	30.7
1985	34.1	30.7
1986	33.5	30.3
1987	33.6	30.3
1988	33.0	29.5
1989	32.5	28.8
1990	32.1	28.4
1991	31.6	27.5
1992	31.7	27.5
1993	31.4	27.1
1994	31.3	27.0
1995	31.6	27.5
1996	31.6	27.5
1997	31.7	27.7

Source: FBI, Supplementary Homicide Reports, 1976-97.
See the methodology section in Additional Information About
the Data for weighting and imputation procedures used.

Homicides by juveniles peaked in 1994 — in 1995 firearm homicides by black males declined

2,300 juveniles were implicated in 1,900 murders in 1995

The FBI estimates 21,600 persons were murdered in the U.S. in 1995. According to the FBI's Supplementary Homicide Report data, law enforcement agencies were able to identify the offender in two-thirds (62% or about 13,400) of these crimes. In the remaining homicides (38% or about 8,200), no offender was identified. The proportion of homicides in which an offender was not identified has grown from about 30% in the early 1980's, with the levels being relatively constant from 1992 through 1995.

A juvenile was an offender in 14% (or about 1,900) of all homicides for which an offender was identified in 1995 — with 2,300 juvenile offenders implicated in these 1,900 homicides. In nearly one-third (32%) of these juvenile-involved homicides, an adult offender was also implicated.

Who did juveniles kill in 1995?

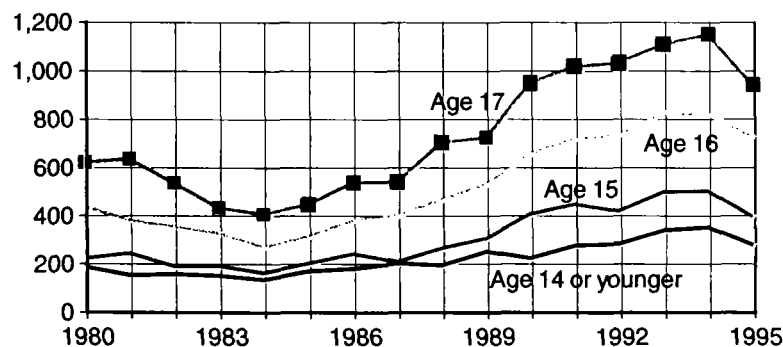
Most victims were male (85%). Slightly more were black (49%) than white (48%). About 3 in 10 victims were below age 18.

Age of victims	Percent of victims
0-9	3%
10-14	6
15-17	18
18-24	30
25-49	33
50 or older	9

Seventy-nine percent of the victims of juvenile homicide offenders were killed with a firearm. Ten percent of victims were family members, 54% were acquaintances, and 36% were strangers.

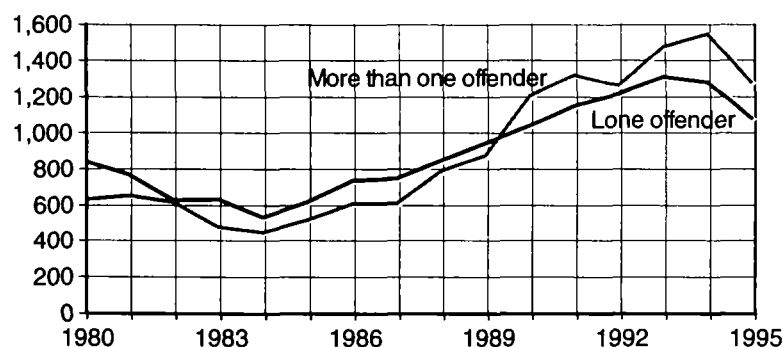
The number of juvenile murderers dropped in all age groups in 1995

Number of known juvenile offenders



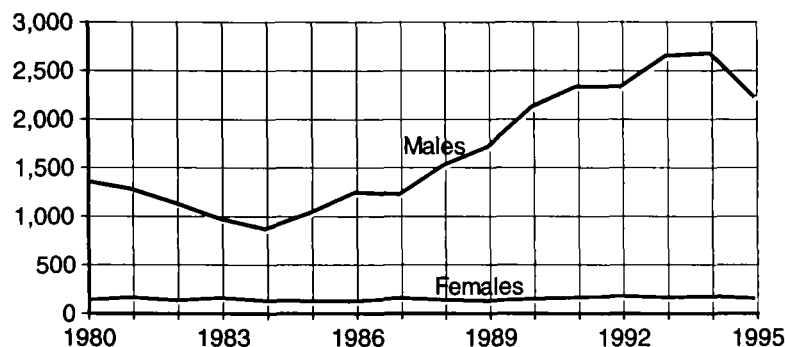
Juvenile murderers were more likely to act in groups in the 1990's

Number of known juvenile offenders



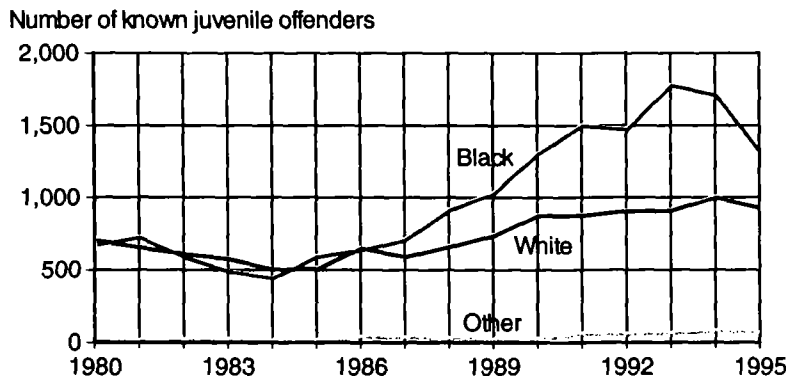
Males were responsible for most of the growth in homicides by juveniles from the mid-1980's through 1994

Number of known juvenile offenders

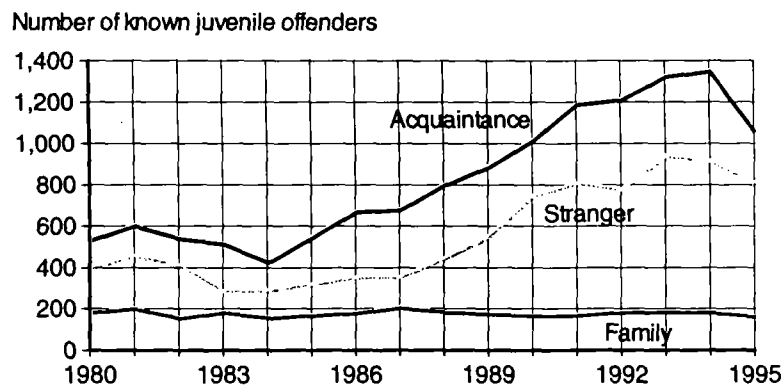


Source: Authors' analyses of the FBI's Supplementary homicide reports 1980-1995 [machine-readable data files].

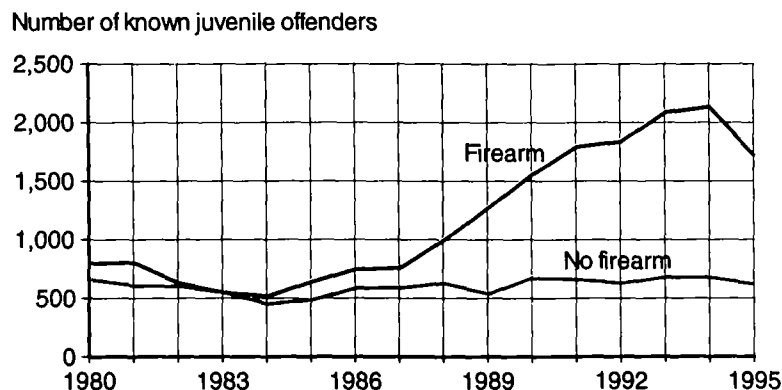
Prior to 1987 there were roughly equal numbers of white and black juvenile homicide offenders



Through the period of growth in homicides by juveniles, homicides of family members did not increase



All the growth in homicides by juveniles between 1987 and 1994 was firearm-related — as was the 1995 decline



Source: Authors' analyses of the FBI's *Supplementary homicide reports 1980-1995* [machine-readable data files].

Homicides by juveniles increased from 1984 to 1994

In 1980 juveniles were known to be an offender in 8% of all homicides for which an offender was identified (or about 1,300). These numbers declined through 1984 when there were about 800 homicides in which a juvenile offender was involved, or 5% of all homicides. After 1984 homicides by juveniles grew both in number and in proportion to the whole. The levels peaked in 1994 when juveniles were implicated in 16% of all homicides (or about 2,300).

What happened in 1995?

After more than a decade of increases, homicides by juveniles dropped substantially (17%) in 1995. A comparison of juvenile-involved murders in 1994 to those in 1995 indicates the nature of this decline. The decline was found in all age groups of offenders. Declines were observed in both homicides with lone offenders and in homicides committed by more than one person. The decline was observed in homicides by male juveniles, while homicides by female juveniles remained constant. Nearly all of the decline was in homicides by black juveniles. Between 1994 and 1995, while homicides of family members remained constant, declines were found in homicides of acquaintances and strangers. Finally, compared with 1994, all of the decline in homicides by juveniles in 1995 were firearm-related homicides. Therefore, compared with 1994, 1995 saw a reduction in homicides by black male juveniles of non-family members in which the weapon used was a firearm.

The first section of this chapter presents national data on school crime and youth violence. Data on specific school policies and practices designed to increase school safety follow. The chapter concludes with selected data for individual States and localities.

Center for Education Statistics, the National Center for Health Statistics, and the Survey Research Center of the University of Michigan. A complete list of the studies is included in the References section of this report.

All studies used nationally representative samples, except for the data source on school-associated violent deaths, which tracked all school-associated violent deaths in the country. Data sources for the different studies varied. Some surveyed different populations of students, another surveyed teachers and yet another surveyed schools. Definitions of crime, age groups analyzed and time periods can vary from indicator to indicator. The reader should also note that definitions can vary across studies. For example, "at school" and "away from school" may have different meanings, depending upon the study. The same is true for urbanicity ("urban," "rural," "suburban").

For a more complete understanding of the data in this report, see *Indicators of School Crime and Safety, 1998*, or the original studies, listed in the References section.

Data used in this chapter are drawn from several different studies conducted by the Bureau of Justice Statistics, the Centers for Disease Control and Prevention, the National

A NATIONAL PERSPECTIVE

This section provides a national picture of American schools and the amount of crime experienced by those who work and learn there. It attempts to answer those questions that are at the heart of the school safety issue. How much crime is occurring in our Nation's schools? Are schools more or less safe than in the past? Do students feel safe at school? What kinds of crimes are occurring? How likely is it that students or teachers will become the victims of school crime? What other conditions seem to be associated with an unsafe school environment?

The answers to these questions present a mixed story. We are given hope by data showing declining school crime and a reduction in the number of guns being carried to school. At the same time, there remains a substantial amount of crime, including violent crime, against both students and teachers in too many schools. It is also very important to note that students are more fearful at school today than in the past. These conditions highlight the importance of accurately measuring incidents of school

crime so that we can improve our school environments and make them safer places.

Despite recent occurrences, schools should not be singled out as especially dangerous places in the community. Most school crime is theft, not serious violent crime.

While students were victims of about the same number of crimes in and out of school in 1996 (about three million at either location), the nature of crime outside of school is far more serious than in school.

- Students ages 12 through 18 were more likely to be victims of serious violent crime away from school than at school. In 1996, about 26 of every 1,000 students (ages 12 to 18) were victims of serious

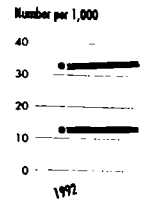
violent crimes away from school (a total of 671,000 serious violent crimes). In contrast, about 10 of every 1,000 students were victims of serious violent crimes at school or going to and from school (255,000 total) (see figure 1).

- In 1996, there were 79 thefts for every 1,000 students (age 12 to 18) at school. Theft accounted for about 62 percent of all crime against students at school that year (see figure 2).

Students in school today are not significantly more likely to be victimized than in previous years.

Since 1993, the overall school crime rate for students ages 12 to 18 declined, as did rates of crime outside of

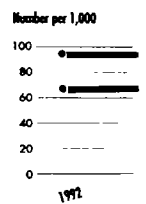
Fig. 1) Serious V



Note: Serious violent crime with a weapon, and robbery.

Source: U.S. Department of Education.

Fig. 2) Thefts At



Source: U.S. Department of Education.

school for this percentage of reporting interval with a weapon changed significantly the past 20 years.

- The overall rate between declined slightly 164 school-related every 1,000 12 to 18 in 1

Total Number of Students, Teachers, and Schools

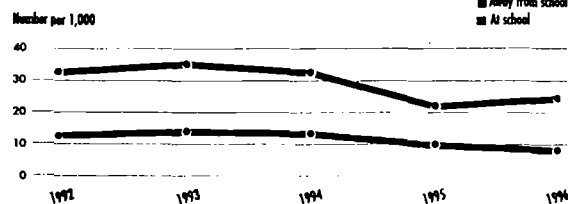
	TOTAL	PUBLIC	PRIVATE
Elementary and Secondary Schools	100,000	90,000	10,000
Students	30,000,000	28,000,000	2,000,000
Teachers	1,000,000	900,000	100,000

1 Due to the small number of private middle schools, they are not counted as a separate category.
2 For private schools, these are combined schools that cross the elementary/secondary boundary.

Note: Number of students (public and private) are projected data from 1996-97.
Number of public schools are from 1996-1997; number of private schools are from 1995-96.

Source: Digest of Education Statistics, 1997 (December 1997, NCES-98015); Overview of Public Elementary and Secondary Schools and Districts, School Year 1996-1997 (October 1998, NCES 98-204)

Fig. 1) Serious Violent Crime Against Students At and Away from School

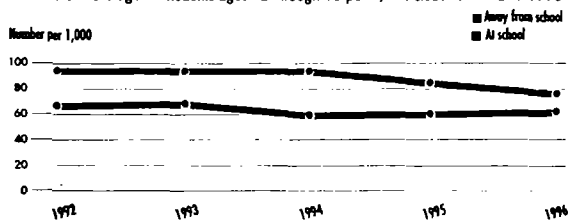


Note: Serious violent crimes include murder, rape, or other type of sexual battery, suicide, physical attack or fight with a weapon, and robbery.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

Fig. 2) Thefts Against Students At and Away from School

Number of thefts against students ages 12 through 18 per 1,000 students: 1992 to 1996



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

school for this group. The percentage of 12th graders reporting intentional injuries with a weapon has not changed significantly during the past 20 years.

- The overall school crime rate between 1993 and 1996 declined slightly, from about 164 school-related crimes for every 1,000 students ages 12 to 18 in 1993 to about

128 such crimes in 1996. Crime victimization outside of school declined from about 140 crimes for every 1,000 students in this age group in 1993 to 117 such crimes in 1996 (see figure 3).

- In 1996, 5 percent of all 12th graders reported that they had been injured on purpose with a weapon such as a knife, gun, or club

during the prior 12 months while they were at school, and 12 percent re-reported that they had been injured on purpose without a weapon. This number has not significantly changed during the past 20 years (see figures 4 and 5 on next page).

Homicides in school are extremely rare events.

Serious violent crime constitutes a small percentage of the total amount of school crime, and homicide is extremely rare. While the number of multiple homicide events at school has increased, there exists a less than one in a million chance of suffering a school-associated violent death, but even that is too much.

- Fewer than 1 percent of the more than 7,000 children who were murdered in 1992 and 1993 combined were killed at school. In the 1992-93 and 1993-94 school years combined, 63 students ages 5 through 19 were murdered at school and 13 committed suicide at school. Nationwide, during roughly the same time-frame, a total of 7,357 children ages 5 to 19 were murdered and 4,366 committed suicide, both in and out of school.

- Preliminary data indicate that school-associated violent deaths have decreased in the past two years.

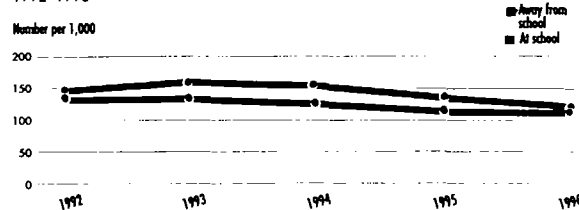
- The number of multiple-victim homicide events at schools has increased, from two in the 1992-93 school year to six in 1997-98. The number of victims in these events has also increased (from four in 1992-93 to 16 in 1997-98).

Any school crime is too much, and violence in schools is especially disturbing.

A small minority of public schools reported one or more serious violent crimes to the police during the 1996-97 school year. Of crimes reported to police in 1996-97, the most common types of

Fig. 3) Total Crimes Against Students At and Away from School

Number of total crimes¹ against students ages 12 through 18 per 1,000 students: 1992-1996



¹ Total crimes include thefts and violent crimes. Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1996.

PROMOTING SCHOOL SAFETY & PREVENTING YOUTH VIOLENCE

--The Clinton-Gore Administration Record --

MAKING OUR SCHOOLS AND COMMUNITIES SAFER AND DRUG-FREE

Hosting the White House Conference on School Safety. Convening experts, parents, principals, students, law enforcement and local community leaders, on October 15, 1998, the President held the first-ever White House Conference on School Safety to provide an opportunity for Americans to learn more about how they can make their own schools and communities safer. The Conference included members of communities affected by school shootings and was linked by satellite to schools and communities across the nation.

Creating a New Federal Response for Violent Deaths in Schools. President Clinton has proposed a \$12 million School Emergency Response to Violence -- or Project SERV -- in his FY 2000 budget to help schools and local communities respond to school-related violent deaths, such as those that occurred last school year in Jonesboro, Arkansas; Paducah, Kentucky; Pearl, Mississippi; and Springfield, Oregon. Developed with input from local officials and educators in these and other communities, Project SERV will enable the federal government to assist local communities in much the same way that the Federal Emergency Management Agency (FEMA) assists in response to natural disasters.

Hiring School Resource Officers, Targeting Assistance to Schools with Serious Crime Problems. To help give schools with crime problems the tools they need to put the security of our children first, at the White House Conference on School Safety, the President announced a new \$65 million initiative to hire up to 2,000 community police and School Resource Officers to work in schools -- and to train police, educators and other members of the community to help recognize the early warning signs of violence.

Forging School-Based Partnerships Between Schools and Law Enforcement. Under the School-Based Partnerships grant program, the Clinton Administration released \$16.4 million in grants to 155 law enforcement agencies in September 1998. The School-Based Partnerships grants will be used by policing agencies to work with schools and community-based organizations to address crime at and around schools. This initiative emphasizes using principles of community policing and problem-solving methods to address the causes of school-related crime. The grants will help forge or strengthen partnerships between local law enforcement and schools to focus on school crime, drug use and discipline problems.

Launching a Community-Wide Response to School Safety and Youth Violence. To help communities throughout the country promote a coordinated, comprehensive response to school safety, the President launched a new Safe Schools/Healthy Students initiative designed to help 50 cities develop and implement community-wide school safety plans. In April 1999, the Departments of Justice, Education, and Health and Human Services announced that they will provide over \$180 million this year, and a total of \$380 million over three years through the Initiative for communities

to fund comprehensive school safety plans that include anti-truancy initiatives, mentoring, mental health services, conflict resolution programs, school resource officers, and more -- helping to promote healthy development and to prevent youth violence before it occurs. Communities will have until June 1, 1999 to apply for the funds.

Helping to Make All Schools Safe, Disciplined and Drug-Free. In 1994, President Clinton expanded the Drug-Free Schools Act into the Safe and Drug-Free Schools Act, making violence prevention a key part of this program. Safe and Drug-Free Schools provides support for violence and drug prevention programs to 97 percent of the nation's school districts. At the White House Conference on School Safety, President Clinton announced his plan for a significant overhaul of the nearly \$600 million Safe and Drug-Free Schools and Communities Program. Under the President's proposal, schools will be required to adopt rigorous, comprehensive school safety plans that include: tough, but fair, discipline policies; safe passage to and from schools; effective drug and violence policies and programs; annual school safety and drug use report cards; links to after school programs; efforts to involve parents; and crisis management plans.

Responding to the Early Warning Signs of Troubled Youth. President Clinton directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth that can lead to school violence. In August 1998, the Departments of Justice and Education released *Early Warning, Timely Response: A Guide to Safe Schools*. This guide provides schools and communities with information on how to identify the early warning signs and take action steps to prevent and respond to school violence. More than 200,000 copies of the guide have been distributed, and additional copies may be obtained through the websites of the Departments of Education and Justice.

Issuing the First Annual Report on School Safety. In December 1997, President Clinton called for an Annual Report on School Safety, which was released on October 15, 1998 and sent to every school in the nation. The report includes: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use and class disruption; actions that parents can take locally to combat school crime; and resources available to schools and communities to help create safe, disciplined and drug-free schools.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools. In October 1994, President Clinton signed into law the Gun-Free Schools Act, requiring states to have in effect a law requiring local education agencies (LEAs) to expel students who bring guns to school. The President issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools, a policy requiring the expulsion of students who bring guns to schools. In school year 1996-97, the U.S. Department of Education estimates that, under zero tolerance policies, 6,093 students were expelled from public schools for bringing a firearm to school.

Supporting Civic, Community and Faith-Based Organizations. Recognizing the important role that civic, community and faith-based organizations can play in reducing crime, the Administration launched a new Values-Based Violence Prevention Initiative to make \$2.2 million in grants available to 16 community-based collaboratives, including religiously-affiliated organizations, that target youth

violence, gangs, truancy, and other juvenile problems by promoting common-sense values and responsibility.

Providing Safe After-School Opportunities for More than a Million Children a Year. Last year (FY98), the 21st Century Community Learning Centers program was expanded to \$200 million. This funding is already supporting hundreds of school-based after-school programs in rural and urban schools in 44 states and the District of Columbia, including weekend and summer programs. This year, the President proposed to triple this initiative -- to \$600 million -- to provide safe and educational after-school opportunities for up to 1.1 million school-age children in communities across the country. In addition, the Education Department released a report in June 1998, titled *Safe and Smart: Making the After-School Hours Work for Kid*. This report shows that after-school programs can lower juvenile crime and improve academic performance. *Safe and Smart* was sent to every school district in the country.

Cracking Down on Truancy. Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The Education Department issued a guidebook to the 15,000 school districts nationwide which outlines the central characteristics of a comprehensive truancy prevention policy and highlights model initiatives in cities and towns across the country. Since then, the Education Department has provided grants to local school districts to develop innovative truancy prevention programs of the kind described in the guidebook.

Encouraging Schools to Adopt School Uniform Policies. School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniforms manual prepared by the Department of Education in consultation with local communities and the Department of Justice. Since the President highlighted school uniforms, a growing number of schools have adopted these policies including: New York City, Dade County, San Antonio, Houston, Chicago and Boston.

Supporting Curfews at the Local Level. Community curfews are designed to help keep children out of harm's way and enhance community safety. Because of their success, President Clinton has encouraged communities to adopt curfew policies. A 1997 survey by the U.S. Conference of Mayors has shown that 276 of 347 cities surveyed -- or 80 percent -- had youth curfew laws, up from 70 percent in 1995.

Developing a Comprehensive Anti-Gang and Youth Violence Strategy. President Clinton has proposed a comprehensive strategy to (1) target gangs and violent youths with tougher punishments and by expanding anti-gang task forces and the use of racketeering statutes (i.e., RICO) for gang-related offenses; (2) crack down on kids and guns by prohibiting violent juveniles from buying guns and increasing penalties for selling handguns to youths; and (3) keep kids off the streets and out of trouble by expanding after-school programs and promoting anti-truancy initiatives and youth curfews.

Keeping Guns Out of the Hands of Children. A number of laws and initiatives are keeping guns out of the hands of children and away from criminals. For instance, since the Brady Law's enactment, 250,000 felons, fugitives and stalkers have been denied handguns, and the 1994 Crime

Bill banned 19 of the deadliest assault weapons and their copies -- keeping assault weapons off America's streets. The Youth Crime Gun Interdiction Initiative (YCGII) is cracking down on the illegal gun markets that supply firearms to juveniles and criminals in 37 target cities. The ATF has already traced more than 77,000 crime guns in the YCGII cities, which has led to the investigation and arrest of hundreds of illegal gun traffickers supplying guns to juveniles and criminals. The Administration's FY 2000 budget proposal proposes adding ATF agents to new YCGII cities to assist in gun trafficking investigations. In addition to these programs, President Clinton signed a directive to every federal agency, requiring child safety locking devices with every handgun issued to federal law enforcement officers. And, in an historic agreement, eight major gun manufacturers have voluntarily agreed to provide child safety locking devices with all their handguns, helping to protect our children.

Encouraging Conflict Resolution. The Departments of Education and Justice have developed and distributed 40,000 conflict resolution guides to schools and community organizations, providing guidance on how to develop effective conflict resolution programs; Education and Justice are training community officials and educators on these conflict resolution measures.

Targeting Young People with a National Anti-Drug Media Campaign. In July 1998, President Clinton launched the national expansion of the Anti-Drug Media Campaign first proposed in last year's drug strategy and budget. The 5-year, \$2 billion campaign is designed to let teens know -- when they turn on the television, listen to the radio, or surf the 'Net -- that drugs are dangerous, wrong and can kill you.

Building and Strengthening 14,000 Community Anti-Drug Coalitions. In 1997, President Clinton signed into law the bipartisan Drug-Free Communities Support Program. Over the next five years this program will provide \$143.5 million to help community coalitions rid their streets of drugs -- the coalitions are made up of young people, parents, media, law enforcement, religious and other civic organizations and school officials. Under this program, the President announced in September 1998 Federal assistance to enhance grassroots efforts in 93 communities in 46 states to prevent youth drug abuse. This assistance will fund the work of broad-based community coalitions to target young people's use of drugs, alcohol and tobacco.



U.S. Department of Justice

Office of Intergovernmental Affairs

Office of the Deputy Director

Washington, D.C. 20530

FAX COVER SHEETDATE: 4/22TO: LEANNE SHIMABUKUROFAX: 496 7028

FROM: Charles Simon

PHONE: (202) 514-3465

FAX: (202) 514-2504

Number of Pages (including cover): 5COMMENTS: _____

In a comprehensive response to current requests from Colorado authorities, the Department of Justice is providing up to \$1.5 million in immediate supplemental funding to support: (1) direct compensation to victims and their family members for funerals, uncovered medical expenses, lost wages of parents, and private mental health counseling for direct victims; (2) additional personnel and overtime for people providing critical incident stress management services to first responders; and (3) additional victims services/counseling personnel for the affected and responsible agencies for immediate and longer-term needs.

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How the Office for Victims of Crime (OVC) Can Help Littleton, Colorado

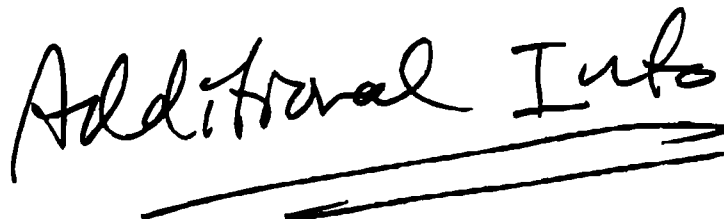
The Antiterrorism and Effective Death Penalty Act gives the Office for Victims of Crime (OVC) the authority to provide emergency funding for services for victims of terrorism and mass violence. OVC can provide funds to the Colorado state VOCA Victim Assistance program for the following types of services:

- Emergency Services -- this includes wages, travel and lodging expenses for crisis counselors and mental health providers
- Training and Technical Assistance -- including travel and lodging for experts on school violence, trauma and grief, disaster mental health issues, death notification, etc.
- Coordination of services and funding for intermediate and long-term mental health needs of victims

OVC funds can also be used to supplement the Colorado VOCA Victim Compensation program. These funds can be used to reimburse victims for out-of-pocket losses incurred as a result of the crime, such as medical bills, funeral costs, lost wages, loss of support, and counseling for victims and family members.

For more information contact Kathryn Turman or Olga Trujillo at 202/307-5983

Additional Info



RESPONDING TO NEEDS OF VICTIMS AND BUILDING CAPACITY IN COLORADO

Colorado/Oklahoma Resource Council (CORC)

Background:

Shortly after the Murrah Building was bombed in April, 1995, victim advocates and concerned citizens recognized the need to assist the victims and the survivors of this violent crime. When the Venue Order (moving the trial to Denver Colorado, 650 miles from Oklahoma City) was issued, efforts began by a conglomeration of private organizations in the Denver area to ensure that the victims who were to participate in the federal criminal justice process had the necessary services and support during their stay in Denver, Colorado.

Antiterrorism funding (\$68,450.00) from OVC enabled CORC to directly assist the victims and survivors of the Oklahoma City bombing traveling to Denver to participate in the federal criminal trials and sentencing of Timothy McVeigh and Terry L. Nichols. OVC funding provided for two loaned executives and a part-time volunteer coordinator. Specific tasks performed and/or coordinated by CORC staff included: securing lodging for victims; arranging for local transportation; providing a "Safe Haven" for victims; and establishing a process for handling emergency medical and mental health incidents and any other victim services as determined by the United States Attorney's Office for the Western District of Oklahoma.

CORC received additional Antiterrorism funding in September 1998 (\$104,514) from OVC for the final phase of this project to document the model that was developed and utilized by the Colorado/Oklahoma Resource Council (CORC) concerning Oklahoma bombing case to other jurisdictions where there is a change of venue and/or high profile case necessitating a coordinated community response. In March, 1999, the project staff provided community outreach and on-sight technical assistance to the school and other community members from the Springfield School District regarding the Thurston School shooting in Oregon. The project team members worked with the community of Springfield to identify best practices when working with the media to protect victim privacy and confidentiality; as well as help organize services for this high profile case.

Project Contacts: Candace Grosz, Colorado Department of Public Safety 303-239-5703
Krista Flannigan, 303-567-4972
Robin Finegan, 303-329-9008

DENVER VS 2000

Goal: To improve the range, quality, and accessibility of services for all types of crime victims.

In January 1999 OVC awarded a grant in the amount of \$390,956.00 to the Denver VALE Board. This third year funding will enable the staff and community member agencies of the grant project team to implement the service delivery model they developed.. This year will also emphasize community outreach efforts, not only in the information arena, but also in expanding avenues for community and victim input through the creation of community outreach workers. **As a national demonstration project, the Denver team will be asked to develop a planning guide for use by other communities; speak at national conference, and provide technical assistance to the two rural Victim Services 2000 sites funded in 1998.**

Project Director
Ms. Marti Kovener
Denver VALE Board: 303/640-7286.

ACCOMPLISHMENTS

Established a Steering Committee of 22 public and private victim service agencies with 4 sub-committees to work on specific goals – Community Needs Assessment Team, Model Network Development Team, Training and Professional Education Team, and Automation and Technology Team.

Conducted a community needs assessment that identified agency services and gaps in services; crime victim surveys and focus groups.

Created a monthly Newsletter to maintain and enhance communication linkages.

Obtained membership approval for project mission statement and agency MOUs.

Developed a comprehensive, inclusive model service delivery system that focuses on the needs of victims, offenders and communities.

Conducted training surveys with service agencies and professional schools. As a result, they've targeted specific professions for initial training curriculum efforts -- clergy, law enforcement, and law schools. Training initiatives have been established with each group.

Developed a code of ethics for victim service providers and minimum training standards for new prosecutors and victim advocates.

Is exploring the application of technology to enhance the delivery of victim services and agency service coordination. Goals: establish a VS 2000 website with linkages to member agencies; an

Burke Dennis K

From: Kathryn Turman
Sent: Wednesday, April 21, 1999 9:00 PM
To: Harkins Ann; Burke Dennis K; Seidman Ricki L
Cc: Kramer Harri j.; Mansour Linda
Subject: Wish list from Colorado

I had another call from Deputy AG Don Quick. He presented a wish list for OVC assistance -- all of which we can authorize and provide through our supplemental funding to their existing VOCA grants.

(1) Supplement their crime victims compensation program asap -- especially for the Jefferson County program. The paper is being prepared now and will be fast-tracked for \$750,000 for direct compensation to victims for funerals, uncovered medical expenses, lost wages of parents, and private mental health counseling for direct victims (includes family members of victims).

(2) Funds to support additional personnel and overtime for people providing critical incident stress management services to first responders.

(3) Funds to support additional victims services/counseling personnel for the affected and responsible agencies for immediate and longer-term needs.

(4) Help with designing an abbreviated compensation application form (done by faxing them the forms created in OK, GA, and recently in DC.)

They are working on a ballpark figure for OVC for the victim assistance supplemental funds. I called Bill Modzeleski and encouraged him to make sure the school district is at the table for those discussions, since the schools will definitely help in hiring additional counselors for the long-haul.

Kathryn