

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. schedule	Schedule for Hillary Rodham Clinton [partial] (4 pages)	10/15/1998	b(7)(E), b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19595

FOLDER TITLE:

[White House Conference on School Safety, Causes and Prevention of Youth Violence,
October 15, 1998] [Binder] [1]

2013-0436-S

rc1273

RESTRICTION CODES

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

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

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

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

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

Ann O'Leary's Files

Office of Policy Development, Domestic Policy Council, First Lady's issues

BOX 22 of 23

White House Conference on School Safety
Research in the news on topics relevant to women and families
White House Conference on Teens video
Justice is done video
Renewing the mind of the media
White House convening on Hispanic children and youth
Tenth conference of spouses of heads of state and government of the Americas.

ENCLOSURES FILED OVERSIZE ATTACHMENTS

19595

NARA # 16799

**THE WHITE HOUSE CONFERENCE ON SCHOOL
SAFETY**

CAUSES AND PREVENTION OF YOUTH VIOLENCE

OCTOBER 15, 1998

THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
THURSDAY, OCTOBER 15, 1998
7:30 AM - 3:30 PM

THE PRESIDENT

MRS. CLINTON

THE VICE PRESIDENT

SESSION I PANELISTS

Dr. Paul Kingery, Director, Hamilton Fish National Institute on School and
Community Violence, Rosslyn, Virginia
Hon. Janet Reno, Attorney General of the United States
Hon. Richard W. Riley, Secretary of Education
Ms. Suzann Wilson, Parent, Jonesboro, Arkansas
Ms. Marleen Wong, Director, Los Angeles School of Mental Health

SESSION II PANELISTS

Mrs. Joanna Quintana Barroso, Teacher, Coral Way Elementary School, Miami
Hon. Deedee Corradini, Mayor of Salt Lake City, Utah
Mr. Tony Earles, Professor, Harvard University
Hon. (Rep.) Bob Etheridge, D/North Carolina
Commissioner Paul Evans, Boston Police Department
Ms. Liberty Franklin, Boys and Girls Club Youth of the Year
Mr. Jamon Kent, Superintendent, Springfield, Oregon Public Schools

SESSION III PANELISTS

Commissioner Thomas Frazier, Baltimore Police Department
Lt. Gary French, Youth Violence Strike Force, The Boston Police Department
Ms. Mariana R. Gaston, Director, Resolving Conflict Creatively Program, New York
Ms. Irma Howard, FAST Graduate, New Orleans
Ms. Sandy McBrayer, Executive Director, The Children's Initiative, San Diego
Dr. Lynn McDonald, Founder, The FAST Program, The University of Wisconsin-Madison
Hon. Janet Reno, Attorney General of the United States
Hon. Richard W. Riley, Secretary of Education

Hon. Dennis W. Archer
Mayor of the City of Detroit

Mrs. Joanna Quintana Barroso
Third Grade Teacher, Coral Way Elementary School

Rev. Paul J. Beeman
President, Parents, Families and Friends of Lesbians and Gays

Hon. Sharon Sayles Belton
Mayor of the City of Minneapolis

Mr. Michael Bisogno
Co-President, Spectrum

Mr. Ronald Blackburn-Moreno
President, ASPIRA Association

Ms. Eileen M. Bohen
Teacher, Buffalo School District

Hon. James Brady
Member, Board of Trustees for the Center to Prevent Handgun Violence

Mrs. Sarah Brady
Chair, Handgun Control, Inc.

Ms. Elaine Brainerd
Director, Center for School Health Nursing, American Nurses Association

Mr. John Wesley Brooks
Assistant Director, Public Policy Department, YMCA of USA

Mrs. Betty Bumpers
Founder and President, Peace-Link

Ms. Barbara Calderon
Director of Employment, Catholic Social Services

Ms. K. Rea Carey
Executive Director of The National Youth Advocacy Coalition

Ms. Judith J. Carter
Senior Vice President, Program Services, Boys & Girls Clubs of America

Mr. Robert Chase
President, National Education Association

Mr. David S. Chen
Executive Director, Chinese-American Planning Council

Mr. Gery J. Chico
President, Chicago School Reform Board of Trustees

Ms. Chiung-Sally Chou
Principal, The Galileo Academy of Science and Technology, San Francisco
President, National Association for Asian and Pacific American Education
Director at Large, California School Administrators

Dr. Bill Cody
Commissioner of Education, The State of Kentucky

Dr. Randall H. Collins
Superintendent, Waterford Public Schools

Hon. Deedee Corradini
Mayor of Salt Lake City

Ms. Donna Crawford
Executive Director, The National Center for Conflict Resolution Education

Ms. Karen Curtner
Principal, Westside Middle School, Jonesboro, Arkansas

Mr. John M. Danielson
Founder & Vice President, Community Education Partners

Ms. Amy R. Dawson
Associate Director, Fight Crime: Invest in Kids

Major General Arthur Dean, USA (Ret.)
Chairman & CEO, Community Anti-Drug Coalitions of America

Dr. William H. Dodson
Superintendent, Pearl Public Schools, Pearl, Mississippi

Ms. Beatrice Dohrn
Legal Director, Lambda Legal Defense and Education Fund

Dr. Margaret Dolan
Founder & President, Fight Free Schools Program
Principal, Hazelwood Elementary School

Mr. Christopher Donnellan
Legislative Director, The International Brotherhood of Police Officers

Mr. Kevin Patrick Dwyer
President Elect, The National Association of School Psychologists

Dr. Felton Earls
Professor of Human Behavior, Harvard University School of Public Health

Ms. Verna Eggleston
Executive Director, Hetrick-Martin Institute

Mr. Mark Edwin Emblidge
Chairman, City School Board, Richmond, Virginia

Sergeant Billy Erter
Supervisor, Community Services Division, Grand Prairie, Texas Police Department

Hon. (Rep.) Bob Etheridge
D/North Carolina

Police Commissioner Paul Evans
Boston Police Department

Mrs. Sandra Feldman
President, The American Federation of Teachers

Mr. John Firman
Coordinator of Research, The International Association of Chiefs of Police

Mr. Randy Fisher
President, School Social Work Association of America

Hon. Raymond C. Fisher
Associate Attorney General, The Department of Justice

Dr. James Alan Fox
Dean of Criminal Justice, Northeastern University, Boston

Ms. Liberty Franklin
National Youth of the Year, Boys and Girls Club of America

Police Commissioner Thomas C. Frazier
Baltimore Police Department

Lt. Gary S. French
Commander, The Youth Violence Strike Force, Boston Police Department

Ms. Mariana R. Gaston
Director, Resolving Conflict Creatively Program

Ms. Charmel L. Gaulden
Co-Chair, Public Relations Committee, The National Youth Network
Co-Chair, The Georgia Youth Network South Region Violence &
Substance Abuse Prevention Center

Dr. Denise Claire Gottfredson
Professor, The University of Maryland

Ms. Charlene A. Green
Assistant Superintendent, Clark County School District, Las Vegas

Dr. Jacqueline S. Greenwood
Principal, Arlington High School

Dr. Charles Guest, Jr.
Assistant Professor, The University of Alabama

Dr. Beatrix A. Hamburg
President, The William T. Grant Foundation

Dr. Margaret A. Hamburg
Assistant Secretary for Planning and Evaluation
The United States Department of Health and Human Services

Mr. Ronald E. Hampton
Executive Director, The National Black Police Association

Hon. Audrey Tayse Haynes
Chief of Staff to Mrs. Gore

Ms. Alexis Heidelberger, Student
Mr. and Mrs. R. A. Heidelberger (Teresa), Parents of Alexis Heidelberger

Mr. Michael E. Hepner
Principal, Military Magnet At Toole, Charleston, South Carolina

Ms. Mary Patricia Hoven
Vice President of Social Responsibility, Honeywell, Inc.

Ms. Irma D. Howard
Administrative Secretary for Family Service of Greater New Orleans

Ms. Janett L. Humphries
President, Service Employees International Union Local 99, Los Angeles

Dr. Steven E. Hyman
Director, The National Institute of Mental Health

Hon. Mickey Ibarra
Assistant to the President and Director of Intergovernmental Affairs

Mr. Kevin Jennings
Executive Director, The Gay, Lesbian and Straight Education Network

Mr. Joseph T. Jones
Director, Academy Concepts, Inc.

Mr. Thomas Leslie Joynt
Director, Alternative Education, Petaluma, California Schools

Hon. John Justice
President, National District Attorneys Association

Mr. David Kennedy
Senior Researcher, Kennedy School of Government, Harvard University

Hon. (Sen.) Edward M. Kennedy
D/Massachusetts

Mr. Jamon H. Kent
Superintendent, Springfield, Oregon Schools

Dr. Paul Kingery
Director, Hamilton Fish National Institute on School and Community Violence

Ms. Joann R. Klein
Board Member, The National Association of Social Workers

Dr. Thomas F. Koerner
Executive Director, The National Association of Secondary School Principals

Ms. Tina M. LaCorte
Educational Coordinator, Latino Youth, Inc.

Dr. Michael H. Litow
Executive Director, Education Center of Developmental Resources

Hon. Matthew T. Mangino
District Attorney, Lawrence County, Pennsylvania

Dr. Steven Marans
Director, CD-CP Program, The Yale Child Study Center

Mrs. Virginia Markell
President Elect, The National PTA

Ms. Cynthia Marks
Chairwoman of Education, The Anti-Defamation League

Ms. Arlene Brynne Mayerson
Directing Attorney, Disability Rights Education & Defense Fund, Inc.

Ms. Sandra McBrayer
Executive Director, The Children's Initiative

Mrs. Karen McCuiston
Director of Public Relations/Grantwriter
McCracken County Public Schools, Paducah, Kentucky

Dr. Lynn McDonald
Founder, The FAST Program, The University of Wisconsin-Madison

Ms. Sandra J. McElhaney
Senior Advisor to the President, The National Mental Health Association

Ms. Judith A. McGrath
President, MTV

Ms. Marianne Yared McGuire
Member, Michigan State Board of Education

Sheriff Philip H. McKelvey
Dorchester County, Maryland

Hon. Thomas Menino
Mayor of the City of Boston

Mr. Jeffrey Alan Miller
Principal, G. Holmes Braddock High School, Miami-Dade County Public Schools

Chief Wesley Mitchell
Chief of Police, Los Angeles Unified School District Police

Hon. Michael C. Moore
Attorney General, State of Mississippi

Hon. Minyon Moore
Deputy Assistant to the President and Deputy Director of Political Affairs

Mr. Rudy Moore, Jr.
Member of the Board of Directors, Council of School Attorneys

Mr. Jamie Stuart Nabozny
Student, Landmark School Safety Case

Ms. Kathy Nealy
Sole Proprietor, Kathy Nealy & Associates

Ms. Huong Tran Nguyen
Distinguished Teacher on Residence, Department of Teacher Education
California State University, Long Beach

Mr. Edward James Olmos
Actor

Chief Ruben B. Ortega
Chief of Police, Salt Lake City Police Department

Mr. Charles L. Owen
Businessman and Former Director of the Kentucky Crime Commission

Ms. Jan Paschal
Region I Representative, Department of Education

Mr. James O. Pasco, Jr.
Executive Director, The Fraternal Order of Police

Mrs. Fern Byrd Patterson
Chair, The Children and Youth Council of the State of Georgia

Hon. Paul E. Patton
Governor of the State of Kentucky

Chief Charles H. Ramsey
Chief of Police, Washington, D.C. Metropolitan Police Department

Mr. Art Reddy
International Vice President, The International Union of Police Associations

Hon. Janet Reno
Attorney General of the United States

Hon. Richard W. Riley
Secretary of Education

Rev. Eugene F. Rivers
Co-Chair, National Ten-Point Leadership Foundation

Mr. Ron Roberts
County Supervisor, Fourth District, San Diego

Dr. Jose V. Rojas
Director of Youth and Volunteers
The Seventh Day Adventist Church, Silver Spring, Maryland

Mr. Joseph P. Rugola
Executive Director, The Ohio Association of Public School Employees
Vice President, The American Federation of States County and Municipal Employees

Dr. Samuel G. Sava
Executive Director, The National Association of Elementary School Principals

Mr. Antonio Sanford
Mediator and Mediation Trainer, Winning Against Violent Environments *WAVE* Program

Dr. Mary Schwab-Stone
Associate Professor of Child Psychiatry, The Yale Child Study Center

Mr. Jim Smith
General Counsel, Iowa State Education Association

Dr. Howard R. Spivak
Chair, The American Academy of Pediatrics Task Force on Youth Violence
Professor of Pediatrics & Community Health, Tufts University School of Medicine

Ms. Kate Stetzner
Superintendent, The Butte Public Schools, Butte, Montana

Ms. Grace Suh
Program Manager, K-12 Reinventing Education Initiatives, IBM

Mr. Philip J. Tama
Deputy Director, Chancellor's Office for Development
New York City Board of Education

Mr. Russell T. Tedesco
Director, Security Services, Prince Georges County Public Schools

Dr. Gerald N. Tirozzi
Assistant Secretary, Elementary and Secondary Education, U.S. Department of Education

Mr. Anthony T. Tullio
Assistant Principal, The Wareham Middle School, Wareham, Massachusetts

Mr. Arturo Vargas
Executive Director, The National Association of Latino Elected and Appointed Officials

Hon. Melanne Vermeer
Assistant to the President and Chief of Staff to the First Lady

Mr. Anthony Wallace, Sr.
President, Security Dads

Mrs. Linda Wallace
Founder, Security Dads

Ms. Rhonda Weingarten
President, The United Federation of Teachers

Ms. Barbara M. Wheeler
President, The National School Boards Association

Hon. Valerie Wiener
State Senator, The State of Nevada

Mr. Frederick Gene Wilson
Training Director, The Police Foundation

Ms. Suzann Marie Wilson
Mother of Jonesboro Shooting Victim

Ms. Marleen Wong
Director, Los Angeles Unified School District Mental Health Services,
District Crisis Teams, and Suicide Prevention Programs

Mrs. Beverly A. Wright
Director, Division of Prevention and Community Services
Health Care of Southeastern Massachusetts, Inc.

Dr. Joseph T. Wright
Pastor, The Jerusalem Baptist Church

Withdrawal/Redaction Marker

Clinton Library

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001. schedule	Schedule for Hillary Rodham Clinton [partial] (4 pages)	10/15/1998	b(7)(E), b(6)
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**SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998**

FINAL*

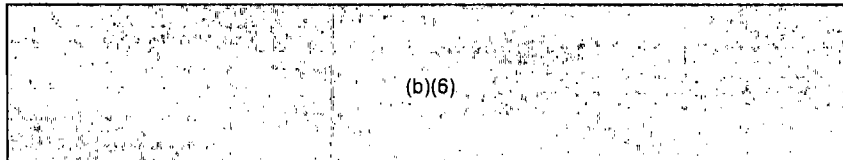
WASHINGTON, D.C.

VIDEOS ADVANCE: **KAREN BURCHARD**
 202/401-3028 **PHONE**
 1-800-759-8888 **PAGER**
 PIN #8917483

SCHEDULER: **HUMA ABEDIN**
 202/456-2587 **PHONE**
 202/456-6244 **FAX**
 202/625-0097 **HOME**
 WHCA PAGER **#4403**

PREV RON **The White House**

8:00am



Coor }

9:30am-

SCHEDULING MEETING

10:00am

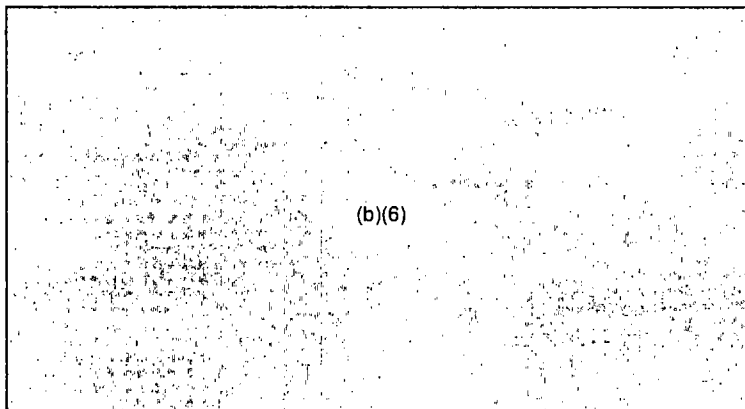
The Residence

PARTICIPANTS:

The First Lady
Marsha Berry
Kelly Craighead
Ellen Lovell
Capricia Marshall
Patti Solis Doyle
Melanne Verveer

CONTACT: Patti Solis Doyle 202/456-2468

10:05am



SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 2

CONTACT: Janet Murguia 202/456-7031

10:10am-
10:20am

BRIEFING
Map Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Richard Socarides
Neera Tanden
Capricia Marshall
Laura Schwartz

CONTACTS: Neera Tanden 202/456-6275
Richard Socarides 202/456-1611

10:25am

MEET AND GREET w/ Panel One Participants
Blue Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:
The First Lady
Attorney General Janet Reno
Secretary Richard Riley
Paul Kingery, Hamilton Fish National
Institute on School and Community Violence
Marlene Wong, Los Angeles School of
Mental Health
Suzann Wilson, Parent

10:30am-
11:30am

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
PANEL ONE
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady, accompanied by Panel One participants, is announced into the East Room.
- The First Lady makes welcoming remarks.
- MTV video segment is played.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 3

- Attorney General Reno makes remarks.
- Secretary Riley makes remarks.
- The First Lady opens the panel discussion.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 150 guests.

11:30am-
11:50am

DOWNTIME

11:50am-
12:20pm

LUNCH

State Dining Room

CLOSED PRESS/WH PHOTO

FORMAT:

- The First Lady makes welcoming remarks and introduces Robert Chase, President of the National Education Association, and Sandra Feldman, President of the American Federation of Teachers.

- Robert Chase makes remarks.

- Sandra Feldman makes remarks.

Note: Upon conclusion, the First Lady has the option to proceed to the Residence for downtime or to the Map Room for Panel Two briefing.

PARTICIPANTS: 140 guests.

CONTACT: Laura Schwartz 202/456-5655

12:25pm-
12:35pm

BRIEFING (Optional)

Map Room

CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The President

The Vice President

The First Lady

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 4

Jose Cerda
Michael Cohen
Lynn Cutler
Maria Echaveste
Capricia Marshall
Janet Murguia
Bruce Reed
Richard Socarides
Laura Schwartz
Marsha Scott
Neera Tanden
Melanne Verveer

CONTACT: Neera Tanden 202/456-6275

12:40pm

MEET AND GREET w/ Panel Two Participants
Blue Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:

The President
The Vice President
The First Lady
Representative Bob Etheridge
Mayor Deedee Corradini, Salt Lake City, Utah
Tony Earles, Harvard University
Paul Evans, Boston Police Department

(b)(6)

(b)(6)

12:45pm-
2:30pm

PANEL TWO
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The President, The Vice President and the First Lady, accompanied by Panel Two participants, are announced into the room.
- The Vice President makes remarks and introduces the President.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 5

- The President makes remarks and opens panel discussion.

- Upon conclusion, the President, the Vice President and the First Lady depart.

PARTICIPANTS: 150 guests.

2:35pm-
2:40pm

BRIEFING
Red Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:
The First Lady
Neera Tanden
Capricia Marshall
Laura Schwartz

CONTACT: Neera Tanden 202/456-6275

2:40pm

MEET AND GREET w/ Panel Three Participants
Blue Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:
The First Lady
Attorney General Janet Reno
Secretary Richard Riley
Thomas Frazier, Baltimore Police Department
Lietutenant Gary French, Boston's Operation
Ceasefire
Mariana Gaston, Resolving Conflict Creatively
Program
Sandy McBrayer, Children's Initiative
Lynn McDonald, Families and Schools Together (FAST)
Irma Howard, FAST graduate

2:45pm-
4:15pm

PANEL THREE
East Room
OPEN PRESS/WH PHOTO

FORMAT:

- The First Lady, accompanied by Panel Three participants, is announced into the room.

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 6

- The First Lady makes brief remarks and introduces Attorney General Reno.
- Attorney General Reno makes brief remarks and opens discussion.
- Upon conclusion of discussion, the panel will take questions from the audience and satellite downlink sites.
- Upon conclusion, the First Lady departs.

PARTICIPANTS: 150 guests.

4:30pm **DEPART** South Portico
 VIA motorcade
 EN ROUTE Media Technologies
 1620 Eye Street
 [Drive time: 10 minutes]

(b)(7)e

4:40pm **ARRIVE** Media Technologies

4:45pm- **VIDEOS**
5:05pm Suite 520
 HRC hold: Green Room
 Phone: 202/887-8700
 Fax: 202/887-8710
 CLOSED PRESS/WH PHOTO

TAPING:

Representative Sheila Jackson-Lee Campaign
12th National Conference on Child Abuse and
Neglect
The Women's Venture Fund

CONTACTS: Brenda Anders 202/456-5654

5:10pm **DEPART** Media Technologies
 VIA motorcade
 EN ROUTE South Portico

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, OCTOBER 15, 1998
PAGE 7

[Drive time: 10 minutes]

(b)(7)e

5:20pm **ARRIVE** South Portico

5:30pm- **RADIO MESSAGES**
7:30pm The Map Room
 CLOSED PRESS/WH PHOTO

Note: Please see briefing for complete list of
radio messages.

CONTACT: Debbie Boylan 202/456-6236

RON The White House

WEATHER FORECAST FOR WASHINGTON:

Mostly sunny. Winds northwest at 6 to 12 knots. Low 50F. High
67F.

THE KENNEDY CENTER

The Captain's Tiger
Shear Madness

FORD'S THEATER

Picasso at the Lapin Agile

ARENA STAGE

Expecting Isabel
Cat on a Hot Tin Roof

**FIRST LADY HILLARY RODHAM CLINTON
WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
THE WHITE HOUSE
OCTOBER 15, 1998**

It's a great pleasure to welcome all of you to the White House for this national Conference on School Safety. We're here because we believe every child in America deserves to grow up in homes and communities free from fear and violence -- and to attend a safe, orderly school where he or she can learn and flourish. We've come together today to help make that vision a reality.

I'm glad to see so many of you here who contribute -- every day -
- to the safety and well being of our children: parents, teachers, law enforcement officials; religious leaders; elected officials; heads of youth organizations; counselors; and child advocates. Thank you for coming. I also welcome those participating in this event via satellite. There are over 650 downlinks to communities nationwide — and we're also being cybercast on the Internet. I'm heartened that so many of you have joined us -- because to be successful -- we must get our message out and mobilize communities far beyond these walls.

This year, the words children, guns and death were tragically linked forever in our national consciousness. Shootings in schools across the country -- from Jonesboro, Arkansas to Springfield, Oregon -- refocused our attention on the problem of youth violence -- and brought us together in national mourning and grief. These terrible events also left us asking over and over again: How could these things happen? What does it mean? And what can we do about the countless acts of violence that take place every day in our schools and communities?

We know we won't find all the answers — or solutions — here today. But we can make significant headway by listening to those on the front lines talk about the many challenges we face; and by learning how to work more effectively as partners to create safe schools and neighborhoods. Today, we will hear how critically important it is to get responsible adults back in the lives of our young people — and give our children positive alternatives to violence and crime. We will also be reminded -- once again -- how schools so often reflect the problems and needs of the neighborhoods around them, and how we must develop comprehensive school safety plans that engage the broader community.

We have a busy day ahead, so I want to lay out today's agenda. This morning, Conference panelists will build on existing knowledge about the problems of young people and violence. In your break-out sessions, you have already explored some of the root causes of youth violence, and looked at some of the early warning signs of violent behavior.

In this first plenary panel, we will look at the depth of the challenges before us -- from the recent incidents of extreme violence in our schools to the more familiar problems of guns, drugs, and gangs. After lunch -- the President will lead a discussion about solutions. He will unveil new initiatives that will help address the problem of youth violence -- and panelists will talk about successful strategies -- from community policing to mentoring -- that are making a real difference in young people's lives.

At the third and final Conference panel, community leaders and legislators will highlight some of the nation's most effective programs that are helping to lower juvenile crime and delinquency. And we will look at how entire communities have developed comprehensive intervention and prevention strategies that not only cut youth violence - - but lower drop out rates, teen pregnancies, and arrests for possession of drugs and weapons.

The President and I have always believed there are no problems facing America today that haven't already been solved somewhere, by someone. I've seen firsthand the progress that can be made when enforcement of laws like "zero tolerance" for guns in schools are combined with prevention measures -- like art classes and after school tutoring -- that keep our children in school, off drugs, and out of trouble. We know what works. Our greatest challenge is to spread the word about these model programs so every school, community, and child can benefit.

In our discussions today, we recognize the progress this country is making in creating safer schools and communities — including the passage of the Brady law and other crime measures that are keeping thousands of handguns out of the hands of felons, fugitives, and stalkers -- and away from children. (I'm glad to see Sarah and Jim Brady here today). We've also funded 100,000 new police officers on the street, promoted community policing in our neighborhoods, and expanded after school programs. The fact is, the vast majority of our schools are safe.

Yet everywhere we look — too many children are still under assault, not just from violence but from neglect; from the breakup of families; from the temptations of alcohol, tobacco, sex, drug abuse and gangs. The disappearance of fathers from children's daily lives; the availability of guns; and the violence children see every day on their tv and video screens — all lead to more violent and aggressive behavior, particularly among our teenagers. As the president has said so often, we don't have a single life to waste.

If we want to end the violence that is tearing apart our communities, schools and families, we must do more than develop comprehensive strategies for safe schools and communities -- as important as that is. We must also teach our children that guns won't earn you respect; that violence won't settle an argument. But most importantly, let's teach our young people that they can go as far as their dreams and abilities will take them. And let's stand beside them -- and believe in them -- until they get there.

Our children are our greatest gift; our greatest responsibility, and our greatest test. They are the reason we are here today. So I'm pleased to now introduce a short video -- made by MTV -- that gives us a chance to hear from the real experts -- our young people -- about the impact violence is having on their lives.

HANDGUN CONTROL

ONE MILLION STRONG . . . working to
keep handguns out of the wrong hands.

FAX COVER SHEETTO: Nera TandenORGANIZATION: White HouseFAX NUMBER: (202) 456-2878PHONE NUMBER: 5:50 p.m.DATE: 10/14/98

TIME (EST/EDT): _____

PAGES TO FOLLOW: 2

From Nancy Hwa, Communications
Department, (202) 289-5785

NOTES / COMMENTS:

final speech for Suzann Wilson

REMARKS BY SUZANN WILSON
WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
OCTOBER 15, 1998

Good morning, and thank you Mrs. Clinton, Attorney General Reno, Secretary Riley, and all of you for asking me to join you here today.

It has now been almost seven months since my daughter Brittney, her classmates and a teacher were gunned down in cold blood in Jonesboro. In these long and painful months, I have given a lot of thought to what may have saved their lives. And I've asked myself a lot of questions since then.....most essentially, why did this happen? And what makes a disturbed child kill a child?

Clearly, we have some fundamental problems with many children in this nation. I'm not involved in politics and I'm not a prosecutor or an expert, as so many in this room are. But I do know this: children must not, cannot, have unsupervised access to guns.

We live in a nation that has over 200 million guns. We live in a nation where children die from those guns at a rate that is so much more tragic and unnecessary than children in other countries. Without banning guns, without taking away anybody's rights, we can and must fix this problem.

Jonesboro, where I grew up, seems to me to be pretty typical of small towns with lots of hunters and other gunowners. I grew up with guns, and I don't step back in horror when I see one - even now. What *does* horrify me, and what I will do anything to fix, is the lack of personal responsibility among too many gunowners when it comes to leaving their guns where children can find them and use them.

The schools have been open again for only a few weeks, and already at least 13 children and teenagers have been caught at school with firearms. Just three weeks ago in Topeka, Kansas, a five-year-old brought a nine-millimeter handgun to kindergarten, where the gun accidentally fired in a classroom filled with 20 students. You heard me right....a five-year old.

Clearly, the question is not *if* there will be more violence, but *when*.

We here today can do something to stop this insanity. Yesterday, the Center to Prevent Handgun Violence released a report that analyzed 137 incidents of children getting hurt or killed by firearms during the last school year. At least 63 percent, or two-thirds, of those incidents were *preventable*. Preventable by safe storage – gunowners locking up their guns where children and teenagers can't get to them. Preventable by safer design – in some cases, a part that costs 50 cents could have prevented some unintentional shootings and saved some lives. Preventable by the kind of common-sense, responsible, absolutely ordinary behavior that we expect of ourselves as parents and as Americans.

I'm looking forward to listening to others at this conference talk about violence and what we can do to address these problems. Again, thank you.

WHSO LAYOUT Draft 9

a/o 10/14/98 L. Schwartz @ 2:30 p.m.

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY

Thursday, October 15, 1998

all tours canceled

Conference Start: 7:30 a.m. WH Conference Center - Registration and Break Out Sessions.

Gate Opens: 9:30 a.m.

FL/AG/SR	10:10 a.m.	Brief	Map Room	
FL/AG/SR	10:25 a.m.	Meet	Blue Room	panelists
FL/AG/SR	10:30 a.m.	Session I	East Room	150/Open Press
FL/AG/SR	11:35 a.m.	Lunch	State Dining Room	140/Closed Press
POTUS/VP/FL	12:15 p.m.	Brief	Map Room	
POTUS/VP/FL	12:35 p.m.	Meet	Blue Room	panelists
POTUS/VP/FL	12:45 p.m.	Session II	East Room	150/Open Press
	2:30 p.m.	Break	Grand Foyer/Ground Floor	
FL/AG/SR	2:30 p.m.	Brief	Red Room	
FL/SG/SR	2:35 p.m.	Meet	Blue Room	panelists
FL/AG/SR	2:45 p.m.	Session III	East Room	150/Open Press

Approx. 150 guests Session I, II, and III 140 guests for lunch/Sessions - Open press,
Lunch - Closed press/Business Attire

9 Social Aides

3 Volunteers

Wednesday, October 14, 1998

3:00 p.m. Room, satellite and technical set-up for monitors etc.

Thursday, October 15, 1998

7:30 a.m. Participants register at 726 Jackson Place for the conference, and have preliminary sessions.

Note: WHSO staff Bronson Frick at registration to verify White House information.

9:20 a.m. IN PLACE TIME at WHITE HOUSE

9:30 a.m.

East Visitors Gate opens, participants proceed to the East Visitors Gate from Jackson Place and into the East Room.

Note: Coat check in Family Theater.

Panelists proceed to specified rooms for substance briefings.

Panel I participants proceed to the Red Room.

Contact: Skye Philbrock

Panel II participants proceed to the Green Room

Contact: Christa Robinson, Leanne Shimabukuro

Panel III participants proceed to the Blue Room

Contact: Robin Backman

**Note: panelists' name tags will be color coded for room/panels.*

Following the substance panel briefings by Christa Robinson and Richard Socarides, all panelists will be brought to Blue Room for panelist logistical briefing and only the session I panelists will remain in Blue Room all others will be seated in the East Room for Session I.

**Note: Kim Widdess will get seating cards to table hosts and those seated at Mrs. Clinton's table in the East Room at this time.*

*Extraneous "special guests" will proceed from Jackson Place directly to the OEOB to Room 450 to watch the Conference.

Contact: Skye Philbrock, Michael Grantham

10:10 a.m.

MRS. CLINTON proceeds to the Map Room for briefing.

Contact: Richard Socarides, Neera Tanden

10:25 a.m.

MRS. CLINTON proceeds to the Blue Room to meet Session I participants.

Blue Room Participants

Attorney General Reno

Secretary Riley

Ms. Suzann Wilson, Parent, Jonesboro, AR

Ms. Marlene Wong, Director, L.A. School of Mental Health, Valley Branch, CA

Paul Kingery, Ph.D., Director, Hamilton Fish National Institute on School and
Community Violence, Rosslyn, VA

+ some guests tbd (contact Skye Philbrock)

10:30 a.m.

MRS. CLINTON and Panel I participants are announced into East Room and take their seats at the table on stage.

10:30 a.m.-
11:30 a.m.

Session I (see separate sheet)

Note: Cross Hall doors will be closed during the sessions, all entry/exit must be made through North Door to East Room.

11:30 a.m.

Session I concludes, **MRS. CLINTON** proceeds to the Residence for down time until luncheon program in the State Dining Room.

Participants proceed to lunch in the State Dining Room via the Cross Hall for the buffet.

Approx. 11:50 a.m.

MRS. CLINTON returns to the State Floor and begins lunch program by introducing the President of the National Education Association Robert Chase and the President of the American Federation of Teachers Sandra Feldman.

**Mrs. Clinton will have a plate already made up at her seat when she returns to the State Dining Room.*

12:15 p.m.

THE PRESIDENT and THE VICE PRESIDENT receive briefing on Session II in the Map Room.

Map Room Participants

Maria Echaveste	Marsha Scott
Richard Socarides	Lynn Cutler
Jose Cerda	Neera Tanden
Bruce Reed	Michael Cohen

12:20 p.m.

Lunch and lunch program concludes.

MRS. CLINTON proceeds to the Map Room for the end of POTUS/VPOTUS briefing on Session II or private time in Residence prior to Session II (15 minutes).

Guests proceed to restrooms etc. and are seated by Social Aides in the East Room for Session II.

12:20 p.m.

Panel II participants (*panel II have green names on tags*) proceed to the Blue Room to meet **THE PRESIDENT, MRS. CLINTON and THE VICE PRESIDENT**.

12:35 p.m.

THE PRESIDENT, MRS. CLINTON and THE VICE PRESIDENT proceed to the Blue Room to greet Panel II participants.

Blue Room Participants

Hon. Deedee Corradini, Mayor Salt Lake City, Utah
Mr. Tony Earles, Professor, Harvard University
U.S. Representative Bob Etheridge (D-NC)
Mr. Paul Evans, Commissioner, Boston Police Department, MA
Mrs. Liberty Franklin, Boys and Girls Club Youth of the Year
Mr. Jamon Kent, Superintendent, Springfield, OR Public Schools
Joanna Quintana Barroso, Teacher, Coral Way Elementary School, Miami, FL
+ some guests tbd (contact Skye Philbrock)

12:45 p.m.

THE PRESIDENT, MRS. CLINTON and THE VICE PRESIDENT and Panel II participants are announced into East Room and take their seats at the table on stage.

12:45 p.m. -
2:30 p.m.

Session II (see separate sheet)

2:30 p.m.

Session II concludes, **THE PRESIDENT and THE VICE PRESIDENT** depart. **MRS. CLINTON** proceeds to a briefing for Session III in the Map Room or Residence.

Panel III participants (*panel III have blue names on tags*) proceed to the Blue Room to meet **MRS. CLINTON**.

Guests proceed to break and use restrooms on the Ground Floor and beverages TBD in Grand Foyer TBD.

2:40 p.m.

MRS. CLINTON proceeds to the Blue Room to greet Panel III participants.

Blue Room Participants

Attorney General Reno
Secretary Riley
Thomas Frazier, Police Commissioner, Baltimore police Department, Baltimore, MD
Lt. Gary French, Boston's Operation Ceasefire, Roslindale, MA
Ms. Mariana R. Gaston, Director, Resolving Conflict Creatively Program,
New York, NY
Ms. Irma Howard, FAST Graduate, New Orleans, LA
Ms. Sandy McBrayer, Executive Director, Children's Initiative, San Diego, CA
Ms. Lynn McDonald, Ph.D., Founder, Families and Schools Together (FAST),
Madison, WI
+ some guests tbd (contact Skye Philbrock)

2:35 p.m.

Social Aides seat guests in the East Room for Session III.

- 2:45 p.m.** **MRS. CLINTON** and Panel III participants are announced into East Room and take their seats at the table on stage.
- 2:45 p.m. -** Session III (see separate sheet)
4:15 p.m. *Note: Robin Bachman, Communications research will be in production truck to coordinate questions for panel discussion from satellite sites.*
- 4:00 p.m.** Busses arrive East Executive Avenue.
 Contact: Bronson Frick
- 4:15 p.m.** Guests depart East Gate for reception off site via busses on East Exec.
- *The VP guests will be met by Trooper Sanders and taken to the VP's WW office at this time to meet the VP, they will need to get to the reception on their own following their meeting.*

GROUND FLOOR NOTES: coat check in Family Theater.

STATE FLOOR NOTES: Piano for arrivals, lunch buffet, transition from lunch to sessions and break and departures; WHCA announce mic in south door of Green Room.

EAST ROOM NOTES: 150 chairs in East Room, 10 x 32 stage at south end of East Room; 24ft. Table on stage; Panel I -- 6 comfortable chairs for stage; Panel II -- 3 comfortable chairs on stage, 7 gold chairs on stage; Panel III -- 3 comfortable chairs on stage, 6 gold chairs; 2 sided table tents for panelists; monitors placed in room; tea, coffee, water at table for principal's and panelists, programs on chairs; wireless microphones in room for audience participation in Session III; WHCA toast lectern on stage for opening remarks - is removed for panel portion; clocks on table for principals; extra foliage/ferns to cover monitors on stage; WHCA to provide mic runners for Session III; between each panel beverages, table tents and seating will be changed in the East Room.

LUNCH NOTES: Lunch buffet outside Red Room; tables/chairs in State Dining Room; strings and piano in Grand Foyer to play until lunch program begins; toast lectern for program in State Dining Room; Social Aides direct guests to State Dining Room/Ground Floor restrooms.

ORDER OF PROGRAM

SESSION I

Conference Overview

The First Lady, accompanied by Panel One Participants, is announced into the East Room.

The First Lady proceeds directly to the podium to make remarks.

The panelists proceed to their assigned seats at the table.

The First Lady concludes her remarks by introducing the MTV video and is seated at the table.

Attorney General Reno makes remarks.

Secretary Riley makes remarks.

The First Lady opens the panel discussion.

SESSION II

Discussion of the Causes and Prevention of Youth Violence that Affect our Schools and Communities

The President, The Vice President and the First Lady, accompanied by Panel Two Participants, are announced into the room.

The First Lady and panelists proceed to their seats at the table.

The President and The Vice President proceed to the podium.

The Vice President makes remarks and introduces the President.

The Vice President is seated at the table.

The President makes remarks and is seated at the table.

The President opens panel discussion.

SESSION III

Discussion of Initiatives and Strategies that Work to Reduce Youth Violence

The First Lady, accompanied by Panel Three Participants, is announced into the East Room.

The First Lady makes brief remarks from the table and introduces Attorney General Reno.

Attorney General Reno makes brief remarks and opens discussion serving as a moderator.

Upon conclusion of the panel discussion, The First Lady will take questions from the audience and satellite downlink sites and field them to the panel.

Upon conclusion, the First Lady thanks the members of the panel and audience and departs.

**SCHOOL SAFETY CONFERENCE
PANEL SEATING**

PANEL I
(LISTED SITTING EAST TO WEST ON TABLE)

Paul Kingery, Ph.D., Director, Hamilton Fish National Institute on School and Community Violence, Rosslyn, VA

Attorney General Reno

Ms. Marlene Wong, Director, L.A. School of Mental Health, Valley Branch, CA

THE FIRST LADY

Ms. Suzann Wilson, Parent, Jonesboro, AR

Secretary Riley

PANEL II
(LISTED SITTING EAST TO WEST ON TABLE)

Mr. Paul Evans, Commissioner, Boston Police Department, MA

Hon. Deedee Corradini, Mayor Salt Lake City, Utah

THE VICE PRESIDENT

Joanna Quintana Barroso, Teacher, Coral Way Elementary School, Miami, FL

THE PRESIDENT

Mrs. Liberty Franklin, Boys and Girls Club Youth of the Year

THE FIRST LADY

Mr. Tony Earles, Professor, Harvard University

Mr. Jamon Kent, Superintendent, Springfield, OR Public Schools

U.S. Representative Bob Etheridge (D-NC)

PANEL III

(LISTED SITTING EAST TO WEST ON TABLE)

Lt. Gary French, Boston's Operation Ceasefire, Roslindale, MA

Ms. Sandy McBrayer, Executive Director, Children's Initiative, San Diego, CA

Ms. Mariana R. Gaston, Director, Resolving Conflict Creatively Program, New York, NY

Attorney General Reno

THE FIRST LADY

Secretary Riley

Ms. Irma Howard, FAST Graduate, New Orleans, LA

Ms. Lynn McDonald, Ph.D., Founder, Families and Schools Together (FAST), Madison, WI

Thomas Frazier, Police Commissioner, Baltimore police Department, Baltimore, MD

OCT-02-1998 13:23

MTV MKGT

*→ comments to Sarah*

A FAX FROM:
Stephen Friedman
Phone: 212-258-6124
Fax: 212-846-8565

To: Sarah Ingersoll
Company: OJJDP
Fax No: (202) 307-2093
Date: 10/2/98
Total pages: 15
RE: Youth Solutions Guide

Sent by Alicia Engstrom, if there are any problems please call (212) 258-8539

MESSAGE:

Sarah,

Here is a draft copy of the Youth Solutions Guide. Please call me with any comments.

Thanks.

OCT-02-1998 13:23

MTU MKGT

Draft 10/2/98

Youth Solutions to Violence Guide

OCT-02-1998 13:23

MTU MKGT

Youth Violence: The Facts

Reports compiled by the National Center on Juvenile Justice and the Office for Juvenile Justice and Delinquency Prevention show that violent juvenile crime triples from 3 to 4pm;

1 in 12 high schoolers is threatened or injured with a weapon each year;

The number of youths murdered by firearms went up 153% from 1985 to 1995;

57 percent of all crime committed by juveniles take place on school days;

There are 3 million crimes committed on or near a school campus every year; 16,000 a day, 1 every 6 seconds;

In 1994, firearm injuries were the second leading cause of death for young people between the ages of 10 and 24;

In 1995, 81,000 youth under the age of 21 were arrested for committing violent crimes;

In 1995, more than 862,000 violent crimes in the schools were reported by students in the nation's public and private schools;

From 1984 to 1994, Juvenile homicides involving firearms nearly tripled, while homicides by other methods remained the same.

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Youth Violence: The Context

Whenever Americans are confronted with the problem of youth violence they often ask the same question: What causes it? While there is no single root cause to point to, experts agree that a variety of factors contribute to the problem. The American Psychological Association, for example, in its "Violence and Youth" report, identifies four contributing factors that may encourage young people toward violence: (1) Early involvement with drugs and alcohol; (2) Easy access to weapons, especially handguns; (3) association with violent peer groups; and (4) pervasive exposure to violence in the media.

Other factors like poverty and broken families can contribute as well. "Being poor won't make a child violent," says Dewey G. Cornell, a University of Virginia psychologist who studies the problem, "but it increases the odds. Along the same lines, says Cornell, "A child growing up in a single-parent family or in a bad neighborhood also takes on risk factors that can lead to violence." Another factor that psychologists point to is depression. In the wake of the highly publicized youth killings in Jonesboro, Arkansas, a psychiatrist told The New York Times: "One of the things we're seeing in the population at large is that mood disorders are happening earlier and earlier. The incidence of depression has gone way up among young people." Still others, like New York University professor John Devine, point to a general "American ethos of permissives" as one of the underlying causes of youth violence.

Of course, all of these are, at best, just contributing factors - circumstances that create a climate where violence may be more likely to occur. Most young people, even those who grow up amidst adverse and difficult circumstances, never engage in violence at all.

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Youth Violence: The Solutions

There are an increasing number of creative solutions to youth violence that are already making a big difference in communities across the nation. And some of the most effective ones are those that young people can do themselves. While you've probably heard about the ~~more traditional (and attention getting)~~ solutions like curfews, metal detectors in schools and school uniforms, we'd like to show you some of the ways that young people have, on their own terms, been taking a stand against violence. We've described five solutions that your peers have responded to most favorably, along with info on how you can go about getting involved:

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Mentoring

For Kashaunda, a fifth-grade Brooklyn girl, finding a mentor couldn't have come along at a better time. Kashaunda never knew her mother. Her father did his best to raise the family, but he regretted not being able to provide the kind of guidance and support she would need as she approached adolescence. As she began the fifth grade, Kashaunda didn't need someone to try to replace her mother, she needed an adult female — a role model, a friend and a support system — and she didn't have one. Then she joined Esteem Team, a long-term group mentoring program, and found Dawn, her mentor. "Not only do I have Dawn in my corner," Kashaunda said, "but I also have four other beautiful, smart women as role models. I am a very lucky girl to have Dawn and the other mentors for me to try to be just like."

Defined as a sustained, caring relationship between a young person and an older, more knowledgeable or experienced person, the nature of a mentoring relationship is extremely flexible. A mentor is a responsible and caring adult who provides a young person with support and guidance in academic, professional or personal areas of life. Mentoring is about friendship, although it may not always be. It's also about helping a young person deal with problems and realizing his or her full potential. "I feel so lucky and proud of myself," says Tammy, a 9th grader who has been in a mentoring program for two years. "Having a mentor means there is always someone who will talk to you in good times and in bad." A mentor can provide nurturing and support or she may provide information and opportunities to the young person. The most important thing is that mentoring works in many ways, on so many different levels, each geared toward helping a young person become who he or she wants to be. It can be about any one of the things mentioned above, all of them, or some combination. Different programs are designed to achieve different goals.

The traditional mentor relationship involves a young person and their mentor getting together about once a week for several hours at a time. But there are many other options. A mentor can give as little as a few hours a month or as much as a few hours a week; mentoring can be done at work, at a school or community center, on a lunch break, after work or school, on the weekend, and even over e-mail. It can be done with a friend, in a group, or around a specific activity like sports or art. The most important thing is flexibility and consistency.

Studies have shown that mentor relationships have all sorts of positive effects on the lives of the young people involved: Young people with mentors are far less likely to start using drugs and alcohol, they're less likely to engage in violence, and they're less likely to skip school. They're also more likely to go on to college. Troy, a college student who had a mentor for nine years, credits his mentor with helping him get to where he is today: "Greg was like a father figure. He beat it into my head that I had to go to college to be successful. He never gave up on me."

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But the benefits of mentoring aren't just limited to youth. Adults who have participated in mentoring programs say they've found the opportunity to help young people at an important stage in their lives to be highly rewarding as well. "I feel so privileged to be part of this program," says Nicole, a college sophomore who has been serving as a mentor to a younger person. "They train adults to be better mentors. It's awesome."

How can I get involved?

If you're in high school or older and think you might like to become a mentor, all you have to do is call one of the organizations listed below and tell them you'd like to become a mentor to a young person in your community. (Since most mentoring programs require a parent to call on behalf of a minor, if you're under 18 you may have to ask a parent to make the call.) Mentoring programs are frequently run by churches, schools, colleges and other youth-serving organizations. They'll provide training and support for mentors, help you get started, and will be there to answer questions and support you throughout the process. If you're under 18 and think you might like to find a mentor, it's also as easy as calling one of the organizations listed below and telling them you'd like to find a mentor in your community. (Again, you may have to ask a parent to make the call.) You can also ask a teacher, guidance counselor or member of your school's staff about whether there's a program in your area.

America's Promise
(for referral to a local program, mentors only)

1-888-55-YOUTH

Save The Children
(for referral to a local program, mentors and mentees?)

1-877-BE A MENTOR

The National Mentoring Partnership
(for more information)

www.mentoring.org

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Conflict Resolution

"The best thing about being a peer mediator is that when other kids in the neighborhood have an argument I can help..." (Megan, 6th grade)

Peer mediation is just one of the three approaches that traditionally make up conflict resolution, a process in which young people are taught ways of resolving differences by talking and communicating instead of resorting to violence. As Shantaya, an 11th grader in New Jersey, put it, "being a mediator caused me to realize that fighting doesn't prove anything. It's better to work things out through communication."

The two other types of conflict resolution are called negotiation and group problem solving. Each is slightly different, but all are based on the same idea: Violence is never an appropriate means of resolving a dispute.

Peer mediation involves training young people to serve as neutral third parties who can help kids their own age resolve arguments peacefully. As mediators, they can't tell their peers what to do or dictate a solution. But what they can do is help each side better understand the other in order to come up with a solution that is satisfactory to both sides. Here's what one 11th grade girl had to say about a mediation program she took part in at her high school: "Mediation means that you can solve problems without fighting and listening to both sides. Then you come to an agreement that both parties are comfortable with. "Unlike peer mediation, negotiation is a conflict resolution tool that involves teaching young people how to resolve their own disputes peacefully when they arise. It involves learning how to communicate with the other person involved in the dispute to understand each other's needs and interests. The idea behind negotiation is that when each side calmly listens to and understands the other they are much more likely to be able to find a solution that avoids physical violence. Group problem solving is a lot like mediation. But unlike mediation, it is done as a group instead of one-on-one, frequently with the help of facilitator such as a teacher or student. Using the same process as mediation, group problem solving involves communicating among a number of individuals - in a class or after-school program, for example - in order to understand all of the different points of view. When Shareatha, a 12th grader, served as one of the mediators of a group dispute, she didn't know what to expect: "We had never handled such a large dispute involving so many people before. The mediation process lasted a week. But at the end of the week the disputants came to an agreement. They realized that what they were upset over was simple. They decided to remain friends."

Like mediation, group problem solving is based on the idea that the better everyone understands each other's needs and interests the more likely it is they'll be able to find a solution that avoids violence.

Conflict resolution programs have helped make school environments and communities across the nation safer than ever. Surveys in states where these programs are used show

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that they have resulted in fewer incidences of suspension, fights in school, and time spent by teachers dealing with student conflicts, to name just a few of its benefits.

How can I get involved?

If you're interested in learning conflict resolution skills, it's as easy as making one call to the number below to find a program in your area. Since most conflict resolution programs are based in schools, when you call you might also want to ask whether they can provide any support in setting one up at your school if such a program doesn't already exist. To find out whether there's a program at your school you should talk to your peers. If they don't know, you can always ask a teacher, guidance counselor or member of your school staff.

800 # and web address to come

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MTV MKGT

Youth Crime Watch/Prevention

Traditional approaches to crime reduction like tougher sentences for criminals, more cops and building new prisons have always gotten a lot of attention. But when it comes to fighting youth violence, there's something that's also effective that young people can do for themselves:

Keep an eye out for crime. That's right. Simply being alert and reporting what young people see around them can go a long way toward reducing the instances of violence among youth. This idea is the basis for Youth Crime Watch of America, a national organization that has been helping young people establish crime watch programs at their schools.

When a youth crime watch program is set up students volunteer to become "patrol" members who keep an eye out on school grounds between classes and after school. Often, walkie talkies are used to let the student patrol members report anything suspicious to school officials. The Youth Crime Watch program at South West Jr. High in Miami is a good example. At South West, "patrol members are let out of class a few minutes early to watch specific locations and keep an eye on students moving between classes or going to lunch. They also keep an eye on the bike compound—where thefts are a problem at any school." But as with all Youth Crime Watch programs, student patrol members can't step in if they see a problem—they can only report it.

Young people don't have to confine their crime watch and prevention activities to their schools. They can also participate in one of America's most popular local crime prevention program, Town Watch, which organizes citizens in individual neighborhoods to keep an eye out for criminal activities and report them to law enforcement. Under the leadership of a "watch coordinator," who serves as a contact with local police, town watch programs (also known as neighborhood watch, community watch and block watch), are typically organized in three ways: Passive (or stationary watch) — Best for crowded neighborhoods, this type of watch relies on residents to observe activities on a regular basis from their homes or as they go about their day-to-day activities; Mobile Patrols — These patrols are best in communities where homes are far apart, making stationary observation difficult. Neighborhood residents are trained by local law enforcement staff to patrol and report suspicious activity using CB or private channel radio systems; and Walking Patrols — Good for inner-city blocks or high-rise buildings, walking patrols are usually done in pairs using hand-held radios. But again, like other crime watch programs, those involved are taught not to intervene, only to report problems.

How can I get involved?

The easiest way is to contact Youth Crime Watch of America or Town Watch at the numbers and web addresses listed below and tell them you'd be interested in getting

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involved. You can also talk to your peers about whether there's a Youth Crime Watch program at your school, or Town Watch program in your community. If not, you might want to talk to them about the possibility of starting one. On your own, there are also other things you can do like becoming trained to be a peer counselor and help other young people with problems that can lead to drug use and violence. Or, say, you can work with young people in your community to clean up trashy, rundown, or overgrown public areas and neighborhood parks. Teachers, guidance counselors and other members of your school staff may be able to help you and give you advice.

Youth Crime Watch of America 1-877-802-9292
www.ycwa.org

National Crime Prevention Council 1-800-722-Teens
www.weprevent.org

National Association of Town Watch 1-800-648-3688
www.natw.org

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MTU MKGT

Artistic Responses to Violence

"I was looking to improve my talent, but I'm finding out there's things more important than that, like working with other people." (Jeremy, 16)

The Arts have become an important area of activity being used to prevent violence among America's youth population. With hundreds of programs in existence around the country that tap into the immense creativity and emerging artistic expression of the young, there are many ways young people can take a stand against youth violence while at the same time developing enjoyable and rewarding artistic skills. These programs, which pair young people with arts teachers and working artists, aid in the fight against violence not only by empowering youth but by giving them a constructive activity during the day (especially in the after-school hours, when youth violence is at its highest) as well as in the summers. "It's good to be able to go somewhere during the summer and get education, especially in the arts, says Richeall Kennedy, 17. "Maybe it will change some of the fears and shyness we have."

Skills young people learn through the arts help them succeed in school, community, home, work, and life. As Kim Bickner, 13, describes her experience, "acting is my favorite thing in the whole wide world, but I've learned that there's not just acting that goes into a play. I've learned not to judge people by their looks and appearances." Arts programs also give young people the opportunity to express their feelings and attitudes about violence through such various creative means as writing, painting, drawing, sculpture, acting, singing and dance. "Through painting," says Nelson Savion, a young participant in a New York-based Arts program, "I find that I have choices in my life and that I can change. I can do things about my life."

Often, artistic responses to violence can incorporate some of the other youth oriented solutions discussed in this guide. If a dispute arises, say, among kids participating in a singing workshop over whose song to perform, members of the group might choose to employ the group problem solving approach discussed in the conflict resolution section above.

How can I get involved?

It's as easy as calling or logging on to the organization listed below and asking for the number of an Arts program in your community. But remember, when it comes to the Arts, you don't always need a formal program to get involved. At school, you can suggest to your arts and humanities classes that class projects and performances be designed around the topics of creative problem solving. A school "Arts Corps" can be developed to perform skits and shows for peers, younger children and neighbors or to design educational displays for malls, schools, hospitals, and community centers. There are great ideas for arts and humanities activities in the resource guide Creative Partnership for Prevention (www.cpprev.org).

OCT-02-1998 13:26

MTU MKGT

212 846 8565

P.13/15

What matters is that you're developing and using your creative talents to take a stand against violence. Of course, there are also lots of arts-based youth programs already set up that you can join. In addition to the number below, you can always make a call directly to your local arts agency or community cultural and religious organizations for information about their youth arts programs. It is likely that youth organizations such as 4H, Boys and Girls Clubs, YM/YWCAs and Parks Departments sponsor or coordinate arts programs too. In addition, the state arts agency in your state can help you find out how to get involved in an Arts program in your area. Or you can ask a teacher, guidance counselor or member of your school staff if there are any affiliated with your school.

National Assembly of State Arts Agencies telephone # to come
www.nasaa-arts.org

Policy announcements??
grants??

Panel

Panelists would include:

Expert #1 (quantify problem) : Tony Zailer
Expert #2 (root causes) : *condemned way* / Howard Swahn / Bob Pynoos
Youth
Law enforcement Official
Parent - *Suranne Wilson*
Juvenile Court Judge - *Glenda H. H. H.*
Teacher/Principal/Superintendent - *Samuel Kent*
Mayor or other local elected official & *Mental health*
~~Member of Congress~~
~~Clergy~~

De De Corridini

Structure of session also provides for audience participation.???

Complete program is down linked by satellite to (#tbd) cities. Uplink sites?

LUNCH WH State Dinning Room 1:15pm-2:15pm

Featuring informal remarks by some combination of VP, First Lady, AFT/NEA leadership, Members of Congress

AFTERNOON PANEL WH East Room 2:30pm-4:00pm

First Lady will lead conference participants in a wide-ranging discussion focused on solutions.

Videos of best practices (how many, duration) Short videos (approx. ? min. each) will introduce two, three or four model school safety strategies that amplify the first Annual Report on School Safety.

Cabinet members would present brief summaries of morning breakout sessions. ???

Off-site conference participants would receive satellite transmission.

Panel composed of one or two experts on each strategy will answer phoned-in questions and respond to comments. First Lady, Reno or Riley participate.

RECEPTION WH State Dinning Room 4:15pm-5:30pm

Theme: ??? Reaching Out: Safe & Healthy Families, Safe & Healthy Children, Safe & Healthy Communities Create Safe School Environments ???

*① Congress
about in
② P.A.L.
Congress
about in*

September 18, 1998

Proposed Program

**White House Conference on School Safety:
What Causes Youth Violence and How to Prevent It
October 15, 1998**

Morning Breakout Sessions (4) 8:30am-10:00am WH Conference Center

- 1) Education and Safety
Chaired by Secretary Riley
Systemic Educational Approaches (ranging from quality of education issues, such as small class size, adequate screening for learning disabilities, etc. to traditional discipline approaches such as school uniform policies and truancy prevention)
- 2) Early Warning Signs/Mental Health Interventions/Crisis Response
Chaired by Mrs. Gore (Shalala, Schatcher)
- 3) School, Community and Law Enforcement Partnerships
chaired by Fisher and/or Holder w/ McCaffrey??
Multi-Agency Community Approaches (will also include discussion of gun policy)
- 2) Root Causes/Early Childhood Development
Chaired by Reno
(will include discussion of family environments and parenting skills, early exposure to violence, etc.)

Morning Plenary 11:00am- 1:00pm WH East Room

??? 3-4 minute MTV-produced video featuring youth perspective ???

Remarks by Mrs. Gore

Remarks by Mrs. Clinton

Remarks by the Vice President

Introduction of the President

Remarks by the President
First Annual Report on School safety

**THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
PLANNING MEETING AGENDA
OCTOBER 1, 1998**

**** Press and Communications issues**

Press
① open press for lunch:

**** Invitations to participants**

7 satellite

**** Conference program outline**

20 sites

**** Policy issues planning update**

**** Satellite broadcasts**

① CBS - AG - next Wed
background - weekend for buffer
article 10th

**** Reception**

② Prep Morley shows

**** Leg issues**

Proposed Program

White House Conference on School Safety:
Causes and Prevention of Youth Violence
October 15, 1998

Registration 7:30am-8:30am WH Conference Center

Morning Breakout Sessions (4) 8:30am-9:45am WH Conference Center

- 1) Education and Safety
Chaired by Secretary Riley
Systemic Educational Approaches (ranging from quality of education issues, such as small class size, adequate screening for learning disabilities, etc. to traditional discipline approaches such as school uniform policies and truancy prevention)
- 2) Early Warning Signs/Mental Health Interventions/Crisis Response
Chaired by Mrs. Gore (w/ HHS Asst. Secretary Margaret "Peggy" Hamburg)
- 3) School, Community and Law Enforcement Partnerships
Chaired by DOJ (w/ McCaffrey)
Multi-Agency Community Approaches (will also include discussion of gun policy)
- 4) Root Causes/Early Childhood Development
Chaired by AG Reno
(will include discussion of family environments and parenting skills, early exposure to violence, etc.)

NOTE: subcommittee working on developing break-out program will report on Tues, 10/6.

Morning Plenary 10:30am- 12:15pm WH East Room

Conference Intro: 3-4 minute MTV-produced video featuring youth perspective (subject to script review)

Welcoming Remarks by Mrs. Clinton (3-5 minutes)

Remarks by Mrs. Gore (3-5 minutes)

Remarks by the Vice President (and introduction of the President) (7 minutes)

Remarks by the President (15 minutes)

Possible Announcements:

- Grants - consolidation of project grants and announce specific grants
- Annual Report on School Safety
- Safe and Drug Free Schools Re authorization
- FEMA like response program
- Uniforms
- Juvenile records announcement
- MTV partnership
- Bullying Manual
- COPS Announcement
- Anti harassment guide

Panel (11:10am-12:20pm)

Panelists would include four principals and eight outside panelists:
(Note: Cabinet in front row. No audience participation. Down linked by satellite.
No uplink sites.)

- Hon. Deedee Corradini, Mayor, Salt Lake City, Utah
- Mr. Tony Earles, Professor, Harvard University, MA
- Mr. Paul Evans, Commissioner, Boston Police Department, MA
- Ms. Liberty Franklin, Boys and Girls Club Youth of the Year
- ☐ Mr. Jamon Kent, Superintendent, Springfield, OR Public Schools
- Ms. Suzanne Wilson, Parent of Student Killed in Jonesboro, AR
- Ms. Marlene Wong, Director, L.A. School of Mental Health, Valley Branch, CA
- HOLDING ONE SLOT -- (MC (Ethridge), teacher (NY AFT))

LUNCH WH State Dinning Room 12:30pm-1:45pm

Featuring comments by Mrs Clinton, Robert Chase, Sandy Feldman and Members of Congress

AFTERNOON PANEL WH East Room 2:00pm-3:45pm

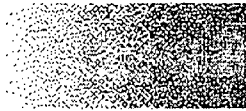
First Lady will lead conference participants in a wide-ranging discussion focused on solutions. Four videos of best practices Short videos (approx.3 min. each) will introduce model school safety strategies that amplify the first Annual Report on School Safety. The four programs are:

- Families and Schools Together, a family-strengthening program
- Resolving Conflict Creatively Program, a conflict-resolution program
- Baltimore Police Athletic League, an after-school program
- San Diego County's Comprehensive Strategy, a community-wide initiative to reduce juvenile crime and delinquency.

Off-site conference participants would receive satellite transmission. Panel composed of two research experts on each strategy will answer questions and respond to comments. Reno and Riley participate.

RECEPTION National Education Association Headquarters, 16th Street 4:00pm-5:30pm 4:30 - 6:00 pm

Remarks by Cabinet, WH Staff, Chase -- Need confirmations



Kim B. Widdess

10/01/98 01:19:44 PM

Record Type: Record

To: Richard Socarides/WHO/EOP, Neera Tanden/WHO/EOP, Marsha Scott/WHO/EOP

cc:

Subject: PLEASE APPROVE ASAP!!!!

SCHOOL SAFETY CONFERENCE INVITATION
revised:

cover

The President and Mrs. Clinton

cordially invite you to attend a conference

to be held at

The White House

on Thursday, October 15, 1998

7:30 a.m. to 3:30 p.m.)

*- check immediately
→ ramifications*

inside

White House Conference on School Safety:
Causes and Prevention of Youth Violence

Registration and Introductory Session

Preliminary discussion groups with Senior Administration officials

The White House Conference Center

726 Jackson Place on Lafayette Park

Morning Panel

Discussion of the Causes and Prevention of Youth Violence
that Affect our Schools and Communities

The East Room

Luncheon
The State Dining Room

Afternoon Panel
Discussion of Initiatives and Strategies that work
to Reduce Youth Violence
The East Room

RSVP
(202) 456-2510

Please present Photo
Identification at the Entrance

new piece of info to approve:

PROGRAM FOLDER

The White House Conference on School Safety:
Causes and Prevention of Youth Violence

seal

The White House
Thursday, October 15, 1998

To: List

Fr: Ricki Seidman 

Re: MTV Video Treatment

Attached is the MTV treatment. Please review as soon as possible. I will ask for your comments at or after the 3:00 meeting, so that we can get back to MTV as they are planning to shoot tomorrow.

Please note that the clips already referred to in this treatment were previously filmed in Boston (that's why they already have the quotes).

Thanks.

List

Stacy Spector 456-5154

Richard Socarides 456-6682

Neera Tanden 456-2878

Gregory King 4-5331

Tanya Martin (you are the DPC rep) 456-7028

MTV Anti-Violence Campaign

Video Treatment

October 1, 1998

MTV is creating, in conjunction with the White House, the DOJ and the Dept. of Ed, a four minute video of youth perspectives on violence and solutions to violence. We are going to check the pulse of youth today to find out what they have to deal with at school and on the streets in terms of violence and safety.

This video will capture the many voices of youth today on how they feel about safety in their communities and their schools. On the production shoot, we will visit various high schools and youth programs. We will interview young people who will share their diverse experiences and unique solutions on dealing with violence and safety. We will concentrate on 12-18 year olds and shoot them in various settings around schools. The students targeted will be from diverse racial and socioeconomic (urban and suburban) backgrounds. There will be two or three individual stories told in detail, which will be weaved through the video, as well as small groups of students discussing their thoughts on this subject.

We will concentrate on three sections:

Section 1: Issues and Problems Faced by Youth

Students at two or three different high schools will be asked questions regarding their safety at school and in their community. While en route to school are they in fear? Are bullies picking on people or are they pulling out guns instead? What is it exactly that they encounter in and around school in regards to violence? How safe do they feel?

Through phone conversations with students, I found a consensus on concern with violence, but the level of concern varied. Some felt that violence begins when kids are just hanging out not really doing anything. There is also a sense of students trying to be tough in order to prove that they can't be messed with. Some are concerned because they feel that even if they are not violent, they may be forced into it because its all around them.

Uno, 18, Latino (from Streetworkers program): "Like somebody could be a straight-A student going to school, and somebody might just not like them, be jealous of them, envy, you know what I'm saying. And he could just be going home from school, pop pop pop."

Section 2: Solutions for Youth

Once we have established the concern level of the young people, we will transition into the solutions. When they choose to take a stand against violence, what would they like to do? What solutions do they know are available? What solutions would they like

available to them? Would after school programs be helpful and would they take advantage of them? A safe place to share problems and resolve issues? How do they feel about solutions such as, school uniforms or school security? Are these security measures achieving a sufficient level of safety for students?

During phone conversations with students, many of them came up with interesting solutions to violence and ways to increase safety around their school and community. Some of them wanted a place to talk. Some of them wanted a place to go after school. And many have begun to fulfill these needs. Some comments were made about security at their schools. They liked the required Student ID card and security at the entrance doors. They felt it added a level of comfort.

Trey, 17 Caucasian: "Four years ago, there wasn't as many youth programs around, so a lot of kids was just hanging out doing whatever they could get into. Now with so many it's like, for every liquor store there's a youth program. So, it's every corner has a youth program on it, so now kids have a place to go."

In this section, we will also include solutions like conflict resolution, artistic responses, and mentoring programs. We will also visit with programs like 52nd Street Project and The Boys and Girls Club where young people will share their experience with violence and the solutions that are fostered by these organizations.

Jason, 17, African American: "Some people spend hours down there. 3-4 hours down there just chilling. I mean if it wasn't for that, I mean that's 3 hours they could be doin' something negative."

Section 3: Hope for Safety in the Future

To conclude the video, we will capture the hope that young people embody in their attitudes and beliefs. We will show how they believe things can change by learning new ways of communicating -- not through fights or pulling out a gun -- but through talking with each other and knowing that there are people out there wanting to help.

In this section, we will also include members of the Streetworkers Program in Boston which shows that there are places willing to help and have a positive effect on young people.

Chris, 16, African American: "I personally made this place my second home, cause whenever I need somebody to talk to, if nobody's available from my family, I can come here because there's so many people dedicated here for me."

(Regarding Maggie, her mentor at the Streetworker program)

Shana, 16, Caucasian: "She's a mentor to me. She's a friend, they're just real, they just talk to you, they give you love, they give you what you know you need."



A FAX FROM:
Stephen Friedman
Phone: 212-258-6124
Fax: 212-846-8565

To: Richard Socarides
Company: Office of Public Liaison -- The White House
Fax No: (202) 456-6682
Date: 9/29/98
Total pages: 2
RE: Schedule for the MTV Video for White House Summit -- October 15

Sent by Alicia Engstrom, if there are any problems please call (212) 258-8539

MESSAGE:

**Here is the schedule. Please let me know if you have any questions.
I can be reached at (212) 258-6124.**

Thanks.

MTV's Anti-Violence Campaign
Schedule for Video for White House Summit on School Violence

September 24-30th	Find young people, ranging from 12-18 yrs old in High School, who have experienced or witnessed violence and also those participating in solutions will be willing share their views.
October 1st	Extensively detailed written Update sent to Stephen Friedman and the White House which will include the detailed structure and characters on which the video will focus on.
October 2nd	Shoot with camera crew at local high schools and community programs. We will interview young people in various locations to get diverse views.
October 5+6th	Transcribe shoot tapes and edit.
October 8th	Off-line Edit, 1 day 9am / in-house Avid system
October 9th	Messenger the video to the White House.
October 12th	Review suggestions from the White House.
October 13th	Online Edit, 1 day, Final cut of video.
October 14th	One day messenger video to the White House.

Contacts:

Producer:	Nicole Sampogna 212-258-6218
Executive Producer:	Dave Sirulnick 212-258-8775
VP Public Affairs:	Stephen Friedman 212-258-6124



OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION

OFFICE OF THE ADMINISTRATOR

TO:

Name:

Neera Tandon

Organization:

FLO

Fax Number:

456-2878

FROM:

Name:

Sandra / 10/4/98

Date:

Phone Number:

202/307-5911

Fax Number:

202/307-2093

Number of Pages, including cover sheet:

15

Please call to confirm receipt:

Yes

No

Additional Comments:

School Crime and Safety

The vast majority of America's schools are safe places. Two decades of research support this conclusion. Yet, reports of gun, gang, and drug-induced violence often seem to dominate the media coverage. These reports create the impression that such violence is pervasive in our nation's schools, and instill fear in the minds of parents, students, and teachers. While this fear is understandable, it is not based on fact.

Despite recent tragedies that received national attention, schools should not be singled out as especially dangerous places. The overall school crime rate between 1993 and 1996 declined slightly, from about 164 school-related crimes for every 1000 students ages 12 to 18 to about 128. Similarly, while students were victims of about the same number of crimes in and out of school (about 3 million at either location), the nature of crime outside of school is far more serious than in school. Most school crime is theft, not serious violent crime. Serious violent crime comprises a small portion of the total amount of school crime. Homicides in school, in particular, are extremely rare events.

Some schools, however, do have serious crime and violence problems that compromise the learning environment and endanger children and teachers. During the 1996-97 school year, ten percent of public schools reported one or more serious violent crimes to the police. Although student victimization rates have remained relatively stable over the last few years, more students report feeling unsafe while they are at school or traveling to and from school. These conditions highlight the importance of accurately measuring incidents of school crime and targeting our responses so that we can improve our school environments and make them safer places.

Monitoring the number of violent and/or criminal incidents can help states, local organizations, and schools understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists. In addition, monitoring incidents can help schools identify troubled youth and offer services before problems become serious. Because some states do not collect data on school crime incidents, there are gaps in the information about school crime and trends. This is unfortunate since crime prevention is most efficiently and effectively accomplished when the crime problem is well understood.

School and Community Collaboration

Schools respond to the challenge posed by school crime in many ways. They are implementing zero tolerance policies, increasing school security, engaging youth in conflict resolution, or establishing other school violence prevention or reduction programs. Whatever the approach, it is important to recognize that meaningful change in school safety is best brought about by school-wide policies and practices that systemically address the needs of students, their families, school personnel, and the community.

Many communities are successfully reducing school crime and violence by adopting strategies that take into account the specific safety problems experienced by the schools and then identifying appropriate intervention strategies. This problem-solving approach requires that stakeholders in the community collaborate to develop and implement a comprehensive school safety plan. Such a plan takes into account the needs of the community and identifies the best programs and strategies to meet those needs. Schools, parents, business leaders, social service, law enforcement and juvenile justice agencies, faith communities, businesses, community organizations, and students play an important part in preparing and implementing a comprehensive plan. Individually and collectively, they have a great deal to contribute. Strong leadership from school officials is also essential to harness these resources and to create a successful partnership to reduce school crime.

Action steps necessary to establish school/community partnerships include:

- Identify and Measure the Problem
- Set Measurable Goals and Objectives
- Identify Appropriate Programs and Strategies
- Implement the Comprehensive Plan
- Evaluate the Plan
- Revise the Plan Based on the Evaluation

Implementing a comprehensive school and community approach to school and community safety is hard work. It requires the stakeholders to work across their disciplines, monitor their progress, evaluate the effectiveness of their strategy, and sustain their commitment and successes. But the rewards -- the long term safety of children and families -- are well worth it.

Families and Schools Together (FAST)

FAST is a two year program which engages parents in providing social supports for children ages 4-8 and their families. Implemented by schools nationwide, this program seeks to improve student behavior and strengthen communities, schools, and families by reaching out to socially isolated families, creating support networks, and encouraging parents to take leadership roles in the program. It does this through a well-defined collaboration between parents, the school, a local mental health agency, a local provider of substance abuse prevention and intervention services, a youth advocate, and a youth partner.

Children referred to the FAST program tend to display lots of problem behaviors in the classroom, but students may also be invited to join because of poverty, low reading skills, or other problems. Nationally, the children in FAST are 65% male, 95% eligible for free or reduced lunch, 51% Euro-American, 25% Latino, and 23% African-American.

After referral by an elementary school teacher, FAST parent graduates make home visits to invite a child and his or her whole family to participate in the program. Families are clustered in groups of 10 to 12 according to where their children attend school, and then attend eight weekly sessions run by a team of professionals from the community. During these sessions, several interactive and fun strategies for increasing the social bonds of the child are taught to parents and practiced by the whole family. These strategies include:

- play therapy, in which parents spend at least 15 minutes per day playing with their children in a non-directive, non-judgmental manner;
- structured, interactive activities which involve the whole family but do not allow for any criticism (e.g., sharing a meal, discussing feelings, constructing a family flag);
- a parent self-help group which is encouraged to become cohesive and provide a network for social support;
- parent empowerment, in which parents are taught to become part of the program team and learn that they can be the primary prevention agents for their children; and
- school-community partnerships which evolve as parents of children attending the same school get to know each other and increase their involvement with the school.

Following the initial eight weeks, groups of families run their own meetings for two years while continuing to receive support from the FAST team as needed.

The FAST program has had a significant impact on students behaviors. Outcome evaluation data from statewide FAST replication in 30 Wisconsin schools and the California schools both showed parents reporting 25% improvement at home and teachers reporting 20% improvement at school after only eight sessions; reduced behavior problems, such as bullying, hitting, stealing, lying; reduced withdrawal and anxiety, such as insecure and socially isolated; and reduced attention span problems, such as lack of focus.

The FAST program has also had a great deal of success engaging hard-to-reach, low-income families. In evaluations of the program, teachers and parents have reported increases

in family cohesion, and decreases in social isolation. Of the families which come to one FAST meeting, 88% remain at least to the end of the initial eight week phase. Results after 10 weeks show statistically significant improvements in classroom behaviors, home behaviors, and self-esteem of the youth and also in family closeness. After six months, these gains are maintained and there is increased parent involvement in school, increased parent self-sufficiency, and decreased social isolation. Over the following two years, schools report dramatic sustained increases in parental involvement (75%) and self-referral to family counseling (26%) and substance abuse treatment (8%). Two to four years after FAST, 92% of the FAST parent graduates report an increase of their involvements with community activities, including further education for themselves (44%), church (35%), and employment (55%).

Contact Information

Families and Schools Together (FAST)
University of Wisconsin - Madison
1025 West Johnson Street
Madison, WI 53706
Phone (608) 263-9476
Fax: (608) 263-6488

The Resolving Conflict Creatively Program (RCCP)

The Resolving Conflict Creatively Program (RCCP) is a comprehensive, school-based program in conflict resolution and intercultural understanding. RCCP began in 1985 as a collaboration of the New York City Public Schools and the New York City Chapter of Educators for Social Responsibility Metropolitan Area, an independent nonprofit organization. The RCCP National Center was established in September 1993 to forge multi-year partnerships with school districts and to support dissemination efforts to implement the program throughout the country.

The overall goal of RCCP is to incorporate these skills into the classroom curriculum and everyday social interactions. RCCP's primary objectives are to achieve a long-term reduction in violence and violence-related behavior; to promote caring and cooperative behavior among children, adolescents, and adults in and out of school; and to promote intergroup understanding and positive intergroup relations. At the same time, the program also seeks to promote greater student academic achievement and a reduction in the absentee rates for both students and teachers. Components of the RCCP program include:

- showing young people nonviolent alternatives for dealing with conflict;
- teaching children skills to create nonviolent solutions for real conflict in their own lives;
- increasing students' understanding and appreciation of their own culture and of cultures different from their own;
- showing children that they can play a powerful role in creating a more peaceful community;
- teaching student mediation;
- providing staff development; and
- providing parent training.

In addition to the school-based components, RCCP focuses on the parent training component as one means of positively impacting the community. Two to three parents per year are trained for sixty hours to lead workshops for other parents on intergroup relations, family communication and conflict resolution. The hope is that this training will make parents better leaders in the school and community. Other opportunities for community involvement are seized as they arise. The program believes there is a need for cooperation among the school and community initiatives to create an environment in which children and youth learn how to think and act in a caring and socially responsible way toward one another and the community.

An evaluation by Metis Associates found that teachers saw an improvement in the behavior and attitudes of children involved with RCCP. This survey was conducted during the 1988-89 school year, in three community school districts. The study found:

- 71% of teachers said that the RCCP program led to less physical violence in the classroom.
- 67% of teachers reported that name calling and verbal put-downs had decreased.
- 98% of respondents across the schools said the mediation component of RCCP helped children deal with conflicts.

Initial results from a rigorous evaluation from the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Data from the second and third years of evaluation will be available early next year.

Contact Information

Resolving Conflict Creatively Program National Center
40 Exchange Place, Suite 111
New York, NY 1005
Phone: (212) 509-0022
Fax: (212) 509-1095
E-mail: esrrccp@aol.com

Baltimore Police Athletic League (PAL)

The mission of the Baltimore Police Athletic League (PAL) is to reduce juvenile-involved crime and victimization by allowing young people to interact with police officers in a positive setting, while participating in constructive alternatives to antisocial behavior. An innovative partnership of public and private interests provided funding to transform a former convenience store in northeastern Baltimore into the first center of the Baltimore PAL. With the success of this pilot project, additional centers were acquired as fast as they could be absorbed. Today, PAL operates 27 centers and serves the needs of more than 7,000 youth.

As the regular school day ends, PAL centers open their doors between 2 p.m. and 10 p.m. to provide a safe haven for youth. PAL's after-school and summer academic and recreational activities are run by Baltimore police officers, community service officers, and parent and community volunteers. These adults, serving as role models and mentors, work to create a healthy atmosphere that fosters trust and mutual respect between youth and adult authority figures. Young people learn integrity, responsibility, diligence, and teamwork.

PAL incorporates proven strategies that strengthen protective factors and promote positive and productive behaviors and attitudes. Key elements include:

- Opportunities for caring relationships with peers and adults;
- High expectations and clear standards of behavior for youth;
- Productive educational and cultural activities;
- Community service projects;
- Continuity of supports and role models.

The program has four components: character development, home assistance and academic enrichment, arts and cultural activities, and physical activities. All four components must be present in the overall plan for every PAL center. Because PAL recognizes that each center exists within a community with its own needs and interests, each center has considerable latitude in developing programs and activities that will meet the needs of the particular community.

Collaborative partnerships with other organizations, businesses, and community groups strengthen PAL's programs and its learning environment. PAL works with a number of local groups which provide volunteers for training, mentoring, tutoring, and additional resources to the centers. In addition, PAL has established active partnerships with the Baltimore City Public Schools and with the Maryland State Department of Education, and discussions are underway for PAL to host Super Camps, a program to help third graders who are not reading at grade level. Baltimore Police Department is also working to implement at least one PAL center in each of the City's 29 police sectors. Collectively, these centers will serve more than 10,000 youth, representing approximately 10 percent of the school-age population in Baltimore.

In neighborhoods where PAL centers are located, crime involving youngsters has dropped

markedly. A study conducted by the Baltimore City [xx- ?] Planning and Research Department of the first PAL center (the Goodnow PAL) found that in the area immediately surrounding the center:

Between 1994 and 1997, juvenile victimizations decreased 43.9%, nearly three times as much as the overall city-wide rate for all victimizations.

Between 1996 and 1997, for the time periods during which PAL centers are open (2 p.m.-10 p.m.), juvenile arrests decreased by 9.8%, while juvenile arrest rates for the City rose 4.4%.

Contact Information

Baltimore Police Athletic League
601 E. Fayette Street, 3rd Floor
Baltimore, MD 21202
Phone: (410) 396-2166
Fax: (410) 396-2545

San Diego County s Comprehensive Approach

San Diego is the sixth largest county in the United States. Its diverse population of more than 2.5 million speaks 80 different languages. In the past decade, the county experienced high rates of unemployment, 50 percent higher than other southern California counties; and an increase in juvenile violence and crime with a 92 percent increase in Juvenile Hall admissions for violent crimes, and a 229 percent increase in admissions for weapons charges.

In response to these increases, San Diego County is implementing a successful comprehensive approach to reduce youth violence and crime. Building upon Federal and State support and a rich local history of collaborative ventures across agencies, members of the community, community based organizations (CBOs), the PTA, and key leaders from education, health, social services, law enforcement, juvenile court, probation, universities, and 43 school districts committed to work together towards the common goal of creating healthy and safe children and communities in San Diego County. The hallmark of this comprehensive approach is that schools and communities work together to respond to community identified needs. An interdisciplinary management team and six subcommittees meet regularly to advance the agenda. By sharing data and resources, and its commitment to children, the collaboration is identifying gaps in services; coordinating existing activities; leveraging federal, state, local and private funds; and offering a range of promising and effective programs and services for children and families in need.

San Diego s Comprehensive Approach is improving public safety through a number of approaches. Gang Free Zones [ed: operational?] and PRIDE, a gang intervention project operated by the YMCA, are allowing young people to learn and play in a safe and crime free environment, free from gang recruitment and intimidation. Last year, when the city discovered lunch time was the highest time for juvenile crime, San Diego implemented a day time curfew that resulted in a [ed: ##?] decrease in day time juvenile crime. San Diego has also recently begun to cite violence and alcohol, tobacco and drug violations occurring on [ed: secondary school?] campus using existing and local penal codes. Schools identify students committing specific infractions, initiate their citing by local law enforcement, and then the power of the local courts is used to prescribe the attendance of the cited youth and their families in an appropriate intervention program.

San Diego s comprehensive approach is creating safe and drug free schools. Using Federal Safe and Drug Free School monies, the school districts have developed an impressive alcohol and drug prevention education initiative. The Life Skills curriculum is a key aspect of this initiative. This model, which has shown x% reduction in youth drug use sustained over x years, is operating in xx San Diego schools. [ed: get numbers]

San Diego also has one of the oldest Zero Tolerance policies in the country for guns and drugs in schools. A student found with a gun on campus is automatically expelled and placed in an alternative school. A student in possession of drugs is suspended, arrested, and ordered by the court to participate in an intervention program. Police officers, the juvenile judge, and probation officers work with the schools to ensure that youth who break the law are held accountable, but also effectively diverted from leading a life of crime. Juvenile Court and Community Schools

(JCCS) operate the alternative educational environments for students who have been expelled from home schools for violence, weapon possession, and drug and alcohol violations. JCCS programs prepare students for graduation and employment and provide a wide array of counseling and rehabilitation services. Nine of the school districts also employ probation officers to work directly with students to provide interventions, to thwart violence and drug and alcohol use, reduce truancy and improve attendance, and to provide referrals to students and families for special services from community-based agencies.

The comprehensive approach is also supporting healthy families and communities. Each of the 43 school districts has referral programs to a broad array of CBOs that provide family and individual counseling, conflict resolution, domestic violence prevention, substance abuse prevention and intervention programs, in-home family support services, community service projects, youth development, and recreational activities. Together, the school districts, probation department and local law enforcement work to access all available resources and to update local referral lists.

Programs include:

Parenting classes, including in-home services provided to families.

Family Stress Centers operated by the YMCA which treat families involved or impacted by abuse and violence.

Healthy Start which provides health and school age services in 14 schools and communities for school age children and their families.

The Healthy Kids Initiative which is immunizing children and expanding preschool, Head Start, child care and welfare to work services.

Title V Community Prevention Grants from the Department of Justice's Office of Juvenile Justice and Delinquency Prevention, which provide special funding to existing collaboratives in San Diego County to focus on delinquency prevention. Projects have created teen centers which offer social, recreational and youth development programs for local young people.

Critical Hours Programs which provide after school activities for young people in 38 sites.

A Youth Council and Youth Agenda that involves young people in local government and has established several programs to reward young people for their positive contributions to the community.

Critical Hours Program, which links CBOs, such as Boys and Girls Clubs, 4-H and YMCA, to provide 7,000 middle school youth with after-school activities in 27 sites. The Community Resource Centers in schools address needs of youth and families.

OZ, a residential and educational program operated by the YMCA for troubled teens.

While San Diego experienced a dramatic increase in juvenile crime from the mid-1980's until the early 1990's, the effectiveness of the county's comprehensive approach is demonstrated by a significant decrease since 1994 in juvenile homicide and a decrease in juvenile crime overall. Now San Diego is primed to expand these accomplishments into a sustained, long term strategy by institutionalizing these multi-disciplinary relationships. In order to maximize the impact of this work, San Diego is partnering both with the State of California and the Federal Government through the Office of Juvenile Justice and Delinquency Prevention.

San Diego County s Comprehensive Approach

Contact Information

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First Annual Report on School Safety: 1988

The Secretaries of the Department of Justice and the Department of Education were asked by President Clinton to develop the *First Annual Report on School Safety* to provide the nation with an accurate picture of the nature and extent of school crime and a comprehensive model for enhancing school safety.

In this report, data on criminal and violent incidents on school property are examined at the national, state, and local levels. A range of incidents, from violent student deaths at school to violations of school policies, is presented to provide the reader with a complete picture of school crime and safety. The data show that the vast majority of America's schools are safe places. Thus, the *First Annual Report on School Safety* is dedicated to highlighting what can be done to make schools even safer, more effective learning environments.

The report includes action recommendations for community-wide collaborations, school staff, students, parents, juvenile justice officials, youth serving agency personnel, and business leaders. Actions are presented in sequence (whenever possible) and critical aspects of each action, such as important considerations, possible barriers, and potential benefits, are discussed. All of the recommendations combined produce a framework for enhancing school safety.

To facilitate the development and implementation of comprehensive school safety plans, the report also contains information on model programs and strategies, model schools, and resources. Intervention descriptions, evaluation summaries, and contact information are provided. To assist schools and communities in meeting their needs, the model programs and strategies are grouped according to the types of problems schools face: aggression/fighting; bullying; family issues; gangs; racial/ethnic conflict; sexual harassment/sexual violence; substance abuse; truancy/dropout; vandalism; and weapons. In addition, for each program, information on its level of scientific support is provided.

Brief descriptions of model schools appear throughout the report as examples of effective comprehensive initiatives. Each of these schools has identified one or more serious problems and involved multiple stakeholders in implementing solutions. Developing comprehensive plans can be a difficult process, but these model schools show that the benefits far outweigh the costs. The resources section includes Federal resources, organizations, information rich web sites, publications, and videos.

The *First Annual Report on School Safety* can be ordered from the U.S. Department of Education by calling 1 (877) 4ED-PUBS. It is also available on the Internet at <http://www.ed.gov>.

Early Warning, Timely Response: A Guide to Safe Schools

Early Warning, Timely Response: A Guide to Safe Schools is a research-based guide developed to assist school personnel, parents, and community members in identifying potentially violent youth. President Clinton asked the Department of Justice and the Department of Education to produce and widely disseminate the guide so that all youth-serving officials and concerned citizens would have access to reliable information on violence prevention, intervention, and crisis response.

When announcing the guide, Education Secretary Richard Riley said,

Schools remain among the safest places for young people, yet even one incident of violent crime in a school is too many. This guide is a practical resource for schools and communities to use to reduce the likelihood of violence and improve existing prevention and intervention efforts. Because there is no one-size-fits-all approach to this complex issue, it is important that everyone—parents, students, teachers, staff, and community members—be part of creating safe, disciplined school environments.

While emphasizing that everyone has a role in keeping children safe, the report highlights common features of effective schools such as meaningful parental and community involvement. The following sections are included:

- Characteristics of a School That is Safe and Responsive to All Children
- Early Warning Signs
- Intervention: Getting Help for Troubled Children
- Developing a Prevention and Response Plan
- Responding to Crisis
- Methodology, Contributors, and Research Support
- Resources

Thus, the guide not only tells readers what to look for, it tells them what to do. The guide also provides advice for schools, checklists for action planning and crisis procedures, and action steps for parents and students.

In order to put the information in this guide to good use, the warning signs must be used responsibly. Warning signs indicate cause for concern and inquiry, not labeling or stigmatization. Hopefully, this guide will enable school and community members to identify troubled youth before their problems become serious.

Early Warning, Timely Response: A Guide to Safe Schools can be ordered from the U.S. Department of Education by calling 1 (877) 4ED-PUBS. It is also available on the Internet at <<http://www.ed.gov>> and <<http://www.air-dc.org/cecp/>>.

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY

**PROPOSED PLAN FOR
BREAK-OUT SESSIONS**

- (1) On Friday, October 9, representatives of the Conference, DPC, First Lady's Office, VP's office, DOJ and DOE will divide the participants into the four break-out session groups.
- (2) On Monday, October 12, each participant will be faxed a letter that tells them the break out session in which they will participate and the discussion questions for that session. (Draft of letter tk -- signature tbd.)
- (3) Each session Chair (or Chairs) will open the session with brief remarks relating to the topic of the session and its context within the Conference. (POCs are individually responsible for briefing their Chairs.) Each Chair will be advised to go around the room and have the participants briefly introduce themselves at the beginning of the session.
- (4) Each session will have one or two participants that have been pre-selected to start discussion of the questions presented. (See attached draft of discussion questions.) (Selection of speakers will take place Friday or Monday, October 12.) Discussion will then proceed among the group, led by the Chair.
- (5) Participants on the morning panel will be divided up among the four sessions. They will not be asked to report directly from the break-out sessions, but we will encourage them to use the sessions to inform their remarks. No formal reporting from the break-out sessions is contemplated during the Conference.
- (6) Each session will be taped and transcribed for the final conference record. In an "evaluation" form at the end of the conference, participants will be asked to share any additional ideas they have stemming from the morning break-out session they attended. All participants will receive the final record of the Conference.
- (7) A determination needs to be made as to whether these sessions are closed or open to the press.

DISCUSSION QUESTIONS FOR BREAKOUT SESSIONS

The following are draft discussion questions for the four breakout sessions. Toward the end of the sessions, time will be reserved for the following question to be asked in each group:

What are the appropriate state and federal roles in helping local communities implement the solutions that have been discussed?

EDUCATION AND SAFETY

Chair: Secretary Riley

POC: Bill Modzeleski (DOE)

How do we move toward a more systemic approach to creating safe and drug-free schools and away from more piecemeal, patchwork solutions? What are the essential elements of a successful systemic approach?

EARLY WARNING SIGNS/MENTAL HEALTH INTERVENTIONS/CRISIS RESPONSE

Chairs: Mrs. Gore, HHS Asst. Sec'y Margaret "Peggy" Hamburg

POCs: Trooper Sanders (OVP), Sonia Chessen (HHS)

Behavioral and Mental Health: *Children's day-to-day behavior in the classroom and in the home often provides us with some early warning signs for future violent behavior. The challenge we face is detecting those early warning signs and knowing what to do to provide children with the proper guidance and support they need to stay out of trouble.* What are some the early warning signs children exhibit in their day-to-day behavior and what do we need to do as families, schools, and communities to help them?

Crisis Response: *The entire school and surrounding community can be profoundly affected when even one student or teacher becomes a victim of violence. After a traumatic incident, what do members of the school and surrounding community need to begin the healing process and what role can we each play in helping people respond to and recover from these crises?*

SCHOOL, COMMUNITY AND LAW ENFORCEMENT PARTNERSHIPS

Chair(s): Associate AG Ray Fisher (?), ONDCP Director Barry McCaffrey (?)
POC: Charles Simon (DOJ)

What are the challenges and potential benefits of employing a rigorous, community-wide problem-solving approach for the development of strategies to reduce crime and fear in schools? What lessons can we draw from Boston's successes with Operation Ceasefire in combating youth gun violence, including through targeted deterrence?

How do we translate principles of community policing into effective school-based crime reduction efforts?

ROOT CAUSES/EARLY CHILDHOOD DEVELOPMENT

Chair: Attorney General Janet Reno
POC: Kinney Zalesne (DOJ)

What can we do to help strengthen parents' support for children throughout their development?

What can we do to strengthen other adults' – indeed, the whole community's – support for children throughout their development?

Note on format: Each session's questions will be preceded by a brief statement, similar to the early warning session.