

200 N. Centennial Way
Mesa, AZ 85201
Phone: 602-898-8300
Fax: 602-964-9279

NEERA

Sheraton Mesa Hotel



Fax

To: Bruce Reed

From: PHYLLIS SEGAL

Fax: 202 456 2878

Date: 5/17/99

Phone: 202 456 1414

Pages: 3

Re: Teenage Violence

CC:

☐ Urgent

☐ For Review

☐ Please Comment

☐ Please Reply

☐ Please Recycle

•Comments:

I'm faxing attached at Eli's suggestion. The keynote speech is a good opportunity for the Administration to follow-up last week's summit, in a prt-public partnership context. If you agree, call Doug Harbit at NIOR directly (sorry - I can't make out his # on the fax). Or call my assistant, Judy Fisher, at 202 482 6500. Judy will either track me down or get to Doug for you.

I've no vested interest in this - - just trying to help you and an organization (NIOR) I think highly of.

Regards,
Phyllis

*File to Bruce Reed**202-456-2878***NIDR**

NATIONAL

INSTITUTE FOR

DISPUTE

RESOLUTION

MEMORANDUM

TO: Phyllis Segal
FROM: Doug Harbit
RE: Press Conference of May 26, 1999
PAGES: 2

→ BRUCE REED (per Eli Segal's recommendation)

I understand from Marge Baker that you will assist us in locating a keynote speaker to the conference we are co-sponsoring with Metropolitan Life Insurance Company at the National Press Club.

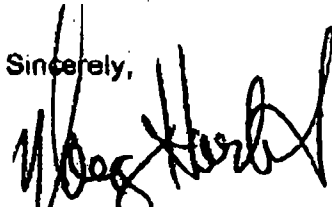
* } The focus of the event will be the release of "The Metropolitan Life Survey of the American Teacher 1999: Violence in America's Public Schools — Five Years Later." The survey examines violence in public schools from the perspective of teachers, students and law enforcement officials, and compares them with MetLife's 1993 study in which teachers and students were asked their opinion on the same issues.

* We would be honored by the presence of an Administration official to speak about the importance of providing safe and productive learning environments for America's students.

Please see the draft agenda on the next page.

Thank you very much for your help on this.

Sincerely,



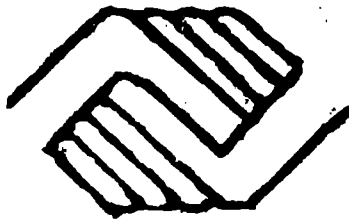
Doug Harbit
President
National Institute for
Dispute Resolution

1122 New Hampshire Avenue, NW
Washington, DC 20036
Telephone: (202) 667-9700
Facsimile: (202) 667-8629
E-mail: nidr@crunch.org
Website: www.nidrn.org

Agenda

Wednesday, May 26, 1999
The National Press Club (Holeman Lounge)
14th and F Streets, NW
Washington, DC

- 11:30 a.m.** **Buffet Luncheon served**
- 12:00 p.m.** **Introductory Remarks**
Doug Harbit, President, NIDR
- 12:15 p.m.** **Welcome**
Sibyl Jacobson, Senior Vice President
Metropolitan Life Insurance Company
- 12:30 p.m.** **Survey Results**
Humphrey Taylor, Chairman, Louis Harris & Assoc
- 12:45 p.m.** **Keynote Address**
(to be confirmed)
- 1:00 p.m.** **Panel Discussion**
- Mary Beth Blegen, Teacher-in-Residence**
U.S. Department of Education
- William Modzeleski**
Director, Safe and Drug Free School Programs
U.S. Department of Education
- Dr. Gerald Tirozzi, Executive Director**
National Association of Secondary School Principals
- Charles Wexler**
Police Executive Research Forum
- Simonne Woodson**
Arsenal Technical High School, Indianapolis, IN
(11th grade student)
- 1:45 p.m.** **Questions and Answers**
- 2:00 p.m.** **Closing Remarks**
Margery Baker, Consultant, NIDR



Neer

CLAY COUNTY BOYS & GIRLS CLUB

Presents

ATTORNEY GENERAL'S CONFERENCE ON YOUTH VIOLENCE

**MONDAY, June 14, 1999
1:00-4:00 P.M.**

***WEST POINT/CLAY COUNTY
CIVIC CENTER
WEST POINT, MS***

May 24, 1999



**BOYS AND GIRLS CLUB
OF CLAY COUNTY**

Post Office Box 894
120B E Main Street
West Point, MS 39773
Tel (662) 494-7900
Fax (662) 494-7998
Email: demus@webtv.net

Dear Clay Countians,

After having been invited to, and ultimately attending, the Presidential Summit on Youth Violence and School Safety sponsored by the National Association of Attorneys General, Mississippi Attorney General Mike Moore, President, I was so impressed with the knowledge I gained and in the spirit of sharing, I wanted the entire Clay County community to hear, learn and be a part of what I believe to be identifiable problems in which we all can find common means and methods to solve.

With so much commonality—involving youth violence—particularly in schools, there appears to be real steps that you and I, as community leaders, government and state officials, boards of directors, civic organizations, pastors and church-auxillaries, local governmental agencies and all other interested individuals, can take to address the concerns, dream and aspirations of youth before they develop attitudes that will inevitably be to their own, and other's detriment.

Violence among youth is invariably associated with many risk factors, thereby necessitating the joint efforts of multiple sources in any prevention and intervention effort. It is my hope that this conference will bring each of us to the point of making a total commitment, offer real support and provide wholesome and lasting solutions to the violence of youth in our communities and our schools.

Thank you for making this important investment in our children.

Sincerely,

A large, stylized handwritten signature in black ink, reading "James Monroe Johnson".

James Monroe Johnson
Executive Director

Officers
David Whittington
President

Rev Robert Branson
Vice President

Bobbie C. Davis
Secretary

Jennifer Washington
Treasurer

Board of Directors

David Whittington
Rev Robert Branson
Bobbie C Davis
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John W Jackson
Vickie Newman
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Martha Jo Brand
Johnny Hancock
Rev Willie B Lairy
Albert Donald
Carolyn Poston
John Tucker

Executive Director
James Monroe Johnson



A United Way Agency

Clay County Boys & Girls Club
Attorney General's Conference on Youth Violence
Monday, June 14, 1999
1:00 – 4:00 P.M.
West Point/ Clay County Civic Center
West Point, Mississippi

AGENDA

12:00 Noon - 1:30 P.M.

12:00 – 1:00 P.M. Meeting Registration
Civic Center Lobby

1:00 Invocation

1:05 – 1:35 p.m. Luncheon

1:35 – 1:45 p.m. Opening Remarks/Overview of Conference Goals
James Monroe Johnson, Executive Director
Clay County Boys & Girls Club, West Point

1:45 – 2:15 P.M.

Moderator Reverend Eddie Longstreet
Pastor/Community Activist
St. Paul Missionary Baptist Church, West Point

Panelists:

1:45 – 2:00 P.M. 1. Communicating Effectively With Youth
Ms Jody V. Maliga, Admissions Officer
School of Health Related Professions
University of Mississippi Medical Center
Jackson

2:00 - 2:15 p.m. 2. What You Can Expect from the Division
of School Safety, Mississippi Department
of Education
Clarence Carter, State Supervisor, Safe &
Orderly Schools & At-Risk Coordinator,
Dropout Prevention & Violence Prevention
Truancy Initiatives Programs

2:15 -- (Continued)

- | | | | |
|--------------------|----|---|---|
| 2:15 – 2:30 p.m. | 3. | <u>Juvenile Offenders in Mississippi's Juvenile Justice System</u>
Walter Wood, Director
Division of Youth Services
State Department of Human Services
Jackson | ✓ |
| 2:30 – 2:45 p.m. | 4. | <u>Teenagers and Dangerous Relationships</u>
Martha Williams, Teacher
Parenting & Child Development
North Forrest High School | ✓ |
| 2:45 – 3:00 p.m. | 5. | <u>Impact of Violent Entertainment</u>
Dr. Jon Griffin Donlon, Director
Center for the Study of Controversial
Leisure, Baton Rouge, LA | ✓ |
| 3:00 – 3:15 p.m. | 6. | <u>Taking Back Our Communities</u>
Dr. Mfanya Tryman, Professor
Political Science, MSU | ✓ |
| 3:15 – 4:00 p.m. | | Forrest Allgood, District Attorney
16 th Circuit Court District (Clay,
Lowndes, Noxubee & Oktibbeha
Counties)

Attorney General Mike Moore
State of Mississippi

Ms Ann Lewis, Counselor to
President Bill Clinton

"The Addiction," A Play by Clay County
Boys & Girls Club members | ✓ |
| Conference Wrap-up | | James Monroe Johnson, Executive Director
Clay County Boys & Girls Club | |

Adjourn

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City Of West Point

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UNION STAR MISSIONARY BAPTIST CHURCH
NATIONAL BANK OF COMMERCE

SILVER

(\$250)

HUDDLE HOUSE
PEOPLES BANK AND TRUST

NICKEL

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GOSPEL TEMPLE MISSIONARY BAPTIST CHURCH
DAYS INN

COPPER

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MITCHELL CHEVROLET
COMMUNITY COUNSELING SERVICES
MARY HOLMES COLLEGE

Clay County Boys & Girls Club
Attorney General's Conference on Youth Violence
June 14, 1999
West Point, Mississippi

Conference Critique

BECAUSE YOUR ATTENDANCE at this Conference is certified by Mississippi Counseling Association for Continuing Education Units (CEU's) and Social Work Program for Social Work Units (SWU's), this Conference Critique MUST be completed and submitted to the Hostesses at the Registration Desks in the Lobby. Upon completion and submission, you will be issued a Certificate of Attendance for one or both units.

LET US KNOW what you thought of each Panelist and Featured Speaker. Rate on a scale of 1 to 5 (Five being the highest) and give your comments in the space provided:

<u>Communicating Effectively With Youth</u>	5	4	3	2	1
Ms Jody V. Maliga, Admissions Officer School of Health Related Professions University of MS Medical Center, Jackson					

Comments: _____

<u>What You Can Expect from the State</u>	5	4	3	2	1
<u>Department of Education</u> Clarence Carter, State Supervisor, Safe & Orderly Schools & At-Risk Coordinator Dropout Prevention & Violence Prevention Truancy Initiatives Programs					

Comments: _____

<u>Juvenile Offenders in Mississippi's</u>	5	4	3	2	1
<u>Juvenile Justice System</u> Walter Wood, Director, Division of Youth Services, Department of Human Services					

Comments: _____

Teenagers and Dangerous Relationships

5 4 3 2 1

Ms Martha Williams, Teacher, Parenting
& Child Development, North Forrest
High School, Hattiesburg

Comments: _____

Impact of Violent Entertainment

5 4 3 2 1

Dr. Jon Griffin Donlon, Director
Center for the Study of Controversial
Leisure, Baton Rouge, LA

Comments: _____

Taking Back Our Communities

5 4 3 2 1

Dr. Mfanya Tryman, Professor
Political Science Department
Mississippi State University

Comments: _____

Featured Speakers:

District Attorney Forrest Allgood
16th Circuit Court District (Clay
Lowndes, Noxubee & Oktibbeha
Counties)

5 4 3 2 1

Comments: _____

Attorney General Mike Moore
State of Mississippi

5 4 3 2 1

Comments: _____

Ms Ann Lewis
Counselor to the President

5 4 3 2 1

Comments: _____

OVERALL RATING OF CONFERENCE

5 4 3 2 1

Comments: _____

Name _____
Address _____
City/State/Zip _____
Telephone _____

Clay County Boys & Girls Club
Post Office Box 894
West Point, MS 39773
(662) 494-7900
(662) 494-7998 FAX

**CLAY COUNTY BOYS & GIRLS CLUB
ATTORNEY GENERAL'S CONFERENCE
ON
YOUTH VIOLENCE**

**Monday, June 14, 1999
1:00 – 4:00 P.M.**

**West Point/Clay County Civic Center
West Point, Mississippi**

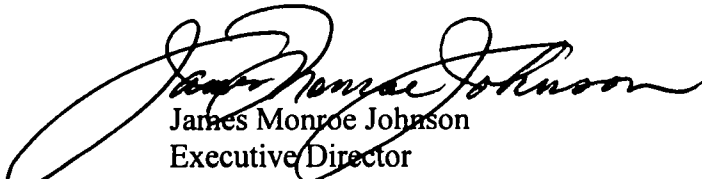
May 21, 1999

Dr Johnny R Purvis, University of Southern Mississippi
Post Office Box 5068, Hattiesburg, Mississippi 39406

Dr Purvis:

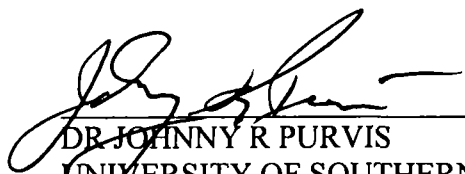
Regretting your scheduling conflict to be among our panelists during our Youth Violence Conference, I hereby submit the following request:

Permission to use, discuss, make oratorical statements, promote and widely distribute your paper: **"Where Do We Go From Here Regarding Intimidation/Harrassment and Violence Within the School-Community? Emphasis on Gangs, Cults and Other Deviant Groups!"**:


James Monroe Johnson
Executive Director
Clay County Boys & Girls Club

Permission Granted: (☒) Yes (☐) No

Date: 5/27/99


DR. JOHNNY R PURVIS
UNIVERSITY OF SOUTHERN MS



Attorney General

**Where Do We Go From Here
Regarding Intimidation/Harassment
and Violence Within the School-
Community?
Emphasis on Gangs, Cults, and
Other Deviant Groups**

Johnny R. Purvis
University of Southern Mississippi
P. O. Box 5068
Hattiesburg, MS 39406
Phone: 601-266-4559

Emphasis placed on ideas programs and strategies come from ideas... blend of traditional and not so traditional... focus on (A) **prevention**, (B) **intervention**, and (C) **suppression**... there is no solution... there **are solutions**... focus must be on the **fundamentals** and **interagency** (**home, school, and community**) cooperation (united front):

Note: Regardless of the programs or strategies selected, individuals, agencies, and institutions must provide youngsters (students) with hope. Without hope there is nothing and **chaos** will reign supreme.

A. **Prevention:** (no incident)

1. "Trinity" (home, school, and community) must recognize and admit "we" have a problem...
2. Assess (survey-evaluate) the problem...
3. Tell the "truth"... do not compromise with or distort the truth...
4. Do **not** project **blame**... on another individual, agency, or institution...
5. Seek suggestions and ideas...**programs and strategies**...
6. Seek suggestions and ideas from youngsters (students), school officials, law enforcement, judicial, parents/guardians, religious community, human services, and other groups/individuals within the community...
7. Identify characteristics (profile) of troubled community, school, home, and youngster (student)...
8. Adults must set a "positive" example (e. g. home, church, community, community agencies {e.g. judicial and law enforcement}, and the political arena)...
9. Must provide youngsters "structure and discipline" in a "consistent manner"... no inconsistencies... **must hold youngsters accountable** for their actions... need both positive and negative reinforcement... **must** be taught **responsibility**... do not generate **excuses** for youngsters' actions...
10. Provide youngsters a support system (base) and appropriate counseling...
11. Must provide youngsters opportunities to achieve status, recognition, and power (empowerment) through school and community sponsored activities...

6. **Support system**, plus accountability, whether it is the school, court, family, agency, or institution... may have to be long term and in association with counseling...
7. **Move/transfer to another location...** youngster and sometimes family...
8. **Restrictions** (school and home) and **restraining orders** (courts)...
9. **Assignment to an adult** by school officials and/or court...
10. Examine school and community **resources** (facilities, institutions, and cooperation) and **structure** (laws, policies, and procedures)...

C. Suppression: (major to severe infraction)

- * Some of the “prevention” and “intervention” strategies can be used.
- 1. **School in-school suspension (ISS)**... very structured and non-reinforcing setting... can link with counseling... continue lessons...
- 2. **School detention** (before school, after school, during breaks or non-assigned times)...
- 3. Assignment to “**caring adult**”... students must know they are accountable and must “pay the price,” but they are “loved” and “cared for”...
- 4. **Alternative school** setting... written contract (e. g. school, student, parent/guardian, and court)...
- 5. **External suspension** from school... written contract (e. g. school, student, parent/guardian, and court) during suspension and conditions upon return to school, including probation and restrictions... follow-up...

12. Listen to youngsters...
13. All youngsters must have at least one **caring adult**... mentor, tutor, etc.
14. School/community/business/industry partnerships to allow youngsters to make “money”...internship...
15. Be pro-active, not re-active... take the energy, enthusiasm, and power that youngsters have and use it for their betterment... do **not** become adversaries...

B. Intervention: (exhibit tendencies and possible minor infraction)

- * Some of the “prevention” strategies can be used.
- 1. Alert youngster to potential consequences... **not** as a threat...
- 2. **Probation** within the “school setting”... “**written contract**” that spells-out conditions and responsibilities... school officials, student, parent/guardian, and others... “structure”...
- 3. **Probation** within the “court setting”... “**written contract**” that spells-out conditions and responsibilities... student, parent/guardian, court officials, and others... “structure”...
- 4. **Restitution** in the form of “time” for restoration, “money earned” for restoration, and, if at all possible, work with the individual or entity in which the infraction occurred... “**response cost**” ... youngster has to **give up something**...
- 5. **Inconvenience** in relation to restitution and those involved (youngster, parent/guardian, group, etc.)... this is a must in association with response cost techniques...

6. **Expulsion** from school... written contract (e. g. school, student, parent/guardian, and court) during expulsion and conditions upon return to school, including probation and restrictions... follow-up...
7. **Arrest** by law enforcement... court conditions with written contract (e. g. youngster, parent/guardian, and court)... long term follow-up and support system...
8. **Incarceration**... release based on written contract (e. g. youngster, parent/guardian, and court)... long term follow-up and support system...
9. **Restitution** in the form of “time” for restoration, “money earned” for restoration, and, if at all possible, work with the individual or entity in which the infraction occurred... **“response cost”** ... youngster has to **give up something**...
10. School officials must report any incident that could be a **“crime on the street”** to law enforcement... treat the incident using both school policies and civil/criminal statutes... have these procedures worked-out in advance with the appropriate agencies and officials...

Footnote: The passing of more laws (e. g. gun control, stiffer punishment, more prisons, and regulations regarding the electronic and print media) within themselves will not solve the problem of violence within the school-community. We can identify solutions (programs and strategies), but do we have the **“will”** to implement, enforce, reinforce, and follow-up on identified solutions?

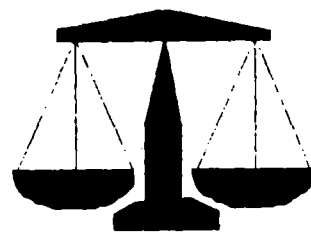
Attempt to solve the issue of violence within the school-community through “**low impact means,**” not through media attention, town meetings, and other means that enhances the “power” of deviant groups (gangs, cults, and other deviant groups). Please remember you are dealing with a “totally different **sub-culture**” with its own structure, culture, beliefs and values.

Recommendations for Transforming Middle Level Schools
The Turning Points

- *Create* small communities for learning
stable, close, mutually respectful
relationships
- *Teach* a core academic program
students are literate in all disciplines
- *Ensure* success for all students
elimination of tracking, promotion of
cooperative learning
- *Empower* teachers and administrators to
make decisions about the experiences of
middle grade students
- *Staff* middle grade schools with teachers
who are expert at teaching young adolescents
- *Improve* academic performance through
fostering the health and fitness of young
adolescents
- *Re-engage* families in the education of
young adolescents
- *Connect* schools with communities to
share responsibility for students' success

Peaceful Pedagogy:

- **cooperation**
- **inclusion**
- **democratic process**
- **critical thinking**
- **participatory learning**
- **technology toward action**
- **empowerment**



Middle School Peace Institute Infrastructure

Integrated Thematic Teaching

```
graph TD; A[Integrated Thematic Teaching] --> B[standards based instruction]; A --> C[inquiry based];
```

standards based instruction

inquiry based

student centered

rigorous / all
subjects

Interdisciplinary Team Organization

```
graph TD; D[Interdisciplinary Team Organization] --> E[mutually interdependent teacher team]; D --> F[leadership management/discipline parent / community learning outcomes];
```

mutually interdependent
teacher team

leadership
management/discipline
parent / community
learning outcomes

Pedagogy / Methodology

students organized
into non competitive
learning teams

project based
cooperative/
collaborative

inclusive culture of the team

Curriculum

Themes:

Multi cultural
Environmental

Social Responsibility

businesses
sponsorship

existing frameworks
academic courses
visual / performing arts

outside resources:
community:
agencies
government
police/fire/military

- Peace is not about having someone see "it" your way.
- Peace is not a passive process
- Peace requires "agency" ---
"walking" the peace.

Protecting Students from Harassment and Hate Crime

A Guide for Schools

**U.S. Department of Education
Office for Civil Rights**

National Association of Attorneys General

Endorsed by the National School Boards Association:

"Research indicates that creating a supportive school climate is the most important step in preventing harassment. A school can have policies and procedures, but these alone will not prevent harassment. This is the kind of good preventive work the field needs to help ensure that schools provide a safe and welcome environment for all students."

January 1999



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

January 6, 1999

Dear Colleague:

I am very pleased to join with the National Association of Attorneys General (NAAG) in issuing this Guide for schools on protecting students from harassment and hate crimes. The Guide is the product of a joint effort by NAAG and the Office for Civil Rights (OCR) of the U.S. Department of Education. Similar to other guidelines that this Department has issued on issues such as religion in the schools, school safety, and school uniforms, it is designed to be a source of information and help to schools and school districts in dealing with fundamental problems and issues that they must confront.

Our schools owe students a safe environment that is conducive to learning and that affords all students an equal opportunity to achieve high educational standards. Harassment and hate crimes undermine these purposes and may cause serious harm to the development of students who are victimized by this behavior.

I hope that you find the information in the Guide useful.

Yours sincerely,

A handwritten signature in black ink, which appears to read "Dick Riley", is written over the typed name. The signature is stylized with a large, sweeping "R" and a checkmark-like flourish at the end.

Richard W. Riley



Dear School Superintendents, Administrators, School Board Members and Equity Coordinators:

As education and law enforcement officials, we are all committed to ensuring that students throughout our nation are able to attend school safely, free from all forms of harassment. Regrettably, however, some students are subject to verbal and physical abuse and intimidation based on their race, ethnicity, national origin, religion, sex, disability, or sexual orientation. This harassment can lead to serious violence against students and can affect adversely their ability to learn or to benefit from an educational program.

School officials, working closely with students, parents and community groups, play a critical role in ensuring that such forms of harassment and violence have no place in our schools. In this regard, we are pleased to provide you the enclosed copy of *Protecting Students from Harassment and Hate Crime: A Guide for Schools*, developed jointly by the U.S. Department of Education, Office for Civil Rights, and the Bias Crimes Task Force Subcommittee of the National Association of Attorneys General.

The Guide provides school administrators and others with practical guidance for developing a comprehensive approach to protecting students from harassment and violence. It provides step-by-step assistance to schools for:

- developing a comprehensive written anti-harassment policy;
- identifying and responding effectively to harassment;
- establishing formal reporting and complaint procedures;
- creating a safe and supportive school climate;
- responding to hate-motivated violence through cooperation and partnerships between school and law enforcement officials; and
- developing crisis intervention plans to avoid disruption of the educational process.

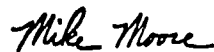
The Guide defines and describes harassment and hate crimes, contains information about applicable laws, details specific positive steps that schools can take to prevent and respond to harassment, includes sample

policies and procedures used by school districts in the United States, and identifies many of the resource materials available to assist schools.

While the use of the attached Guide will by no means eliminate all harassment and violence at schools, we believe that information contained in it will provide invaluable assistance to schools when developing the policies and procedures necessary to create safe schools that foster constructive relationships among students and staff. Ultimately, it will take the efforts of all members of the community, educators, parents, students, law enforcement and others to make schools a place where every single student is safe and has an equal opportunity to learn.

We hope you will find this Guide useful and look forward to working together with you to prevent harassment and violence in our nation's schools.

Yours sincerely,



Mike Moore
Attorney General of Mississippi
President, National Association of
Attorneys General



Norma V. Cantú
Assistant Secretary for Civil Rights
U.S. Department of Education



Andrew Ketterer
Attorney General of Maine
Chair, Civil Rights Committee
National Association of
Attorneys General

Acknowledgments

This Guide was developed jointly by the U.S. Department of Education and the Bias Crimes Task Force of the National Association of Attorneys General (NAAG). The time and commitment of the following people are gratefully acknowledged. These individuals were responsible for drafting this document, providing legal review, project direction, subject matter expertise and other assistance without which publication of this document would not have been possible.

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Program Legal Group

Rosemary Fennell
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Division of Educational Equity

Karl M. Lahring
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Division of Educational Equity

Joan Bardee
Attorney

Lisa Battalia Anthony
Attorney

Sara Strizzi
Program Analyst

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Chief, Civil Rights Division
Office of the Attorney General
Massachusetts

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Assistant Attorney General
Department of the Attorney General
Maine

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Office of the Attorney General
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Office of the Attorney General
Arizona

Paul R. Sheridan
Senior Assistant Attorney General
Office of the Attorney General
West Virginia

Terrence A. Smith
Assistant Attorney General
Office of the Attorney General
Florida

Andrea M. Hampton
Supreme Court & Civil Rights
Project Manager
National Association of
Attorneys General

This Guide is not intended to and does not add to or subtract from any otherwise applicable requirements contained in any federal or state law. The Guide is intended to provide suggestions that school systems may find helpful to address the issue of harassment and violence in the schools. Participation by the Bias Crimes Task Force of the NAAG Civil Rights Committee and the United States Department of Education, Office for Civil Rights (OCR) in this joint project should not be interpreted to mean that NAAG, any state Attorney General's office, or the Department of Education requires any school department, school district or school to make use of this Guide.

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Introduction

This Guide represents a joint effort of the *Office for Civil Rights (OCR) of the United States Department of Education* and the *National Association of Attorneys General (NAAG)* to provide elementary and secondary schools with practical guidance to help protect students from harassment and violence based on race, color, national origin, sex, and disability. The laws enforced by the U.S. Department of Education protect students from discrimination on these bases.¹ The Guide may also be of assistance in protecting students from harassment based on sexual orientation, religion, or other grounds that are covered by state or local laws or that schools recognize as particularly damaging to their students.²

Too many students are hurt by harassment. In one survey, 68% of girls and 39% of boys, grades 8-11, reported sexual harassment. Another study indicated that 20% to 25% of students had been victimized in racial or ethnic incidents in the course of a school year.³ Frequently, a juvenile is either the offender or the victim in violent crimes motivated by racial and ethnic prejudice and sexual aggression.

Students may encounter harassment by other students or by teachers and other school employees. Students may also experience harassment by members of the public who are participating in school activities, such as spectators at athletic events. Harassment can encompass a range of harmful conduct, from the most violent crimes to episodes of vandalism or persistent and abusive name-calling among grade school students that may deprive students of equal educational opportunities. If ignored, harassment can jeopardize students' academic achievement, undermine their physical and emotional well-being, provoke retaliatory violence, damage the school's reputation, and exacerbate community conflicts.

This Guide provides a framework for developing policies and practices to prevent harassment and to respond to it effectively when it does occur. Such policies and practices should also assist school districts in avoiding legal claims.

Actions that are specifically required by current federal law are identified in the Guide. The Guide also recommends best practices to ensure an effective program. For detailed information on applicable federal civil rights requirements, readers should consult two guidance documents on racial and sexual harassment issued by the Office for Civil Rights.⁴ Many states also have laws that prohibit discrimination and harassment based on race, national origin, sex, disability, religion, or sexual orientation. In some cases, incidents of harassment may violate state, local, or federal criminal laws. For specific information on state and local laws applicable to harassment and hate crime, schools should consult the state attorney general and the department of education in their state. Because legal requirements can change as a result of new legislation and court decisions, users of this guidebook should consult agencies knowledgeable about civil rights laws from time to time for updated information. Schools should consult their own attorneys for specific legal advice.

Part I of this Guide — the Fundamentals — briefly explains the basic concepts and strategies that are part of a comprehensive approach to eliminating harassment and hate crime. Part II — Step-by-Step Guidance — elaborates upon the elements of an effective anti-harassment program that were introduced in Part I. The Appendices provide the names and addresses of organizations that have experience and expertise in addressing harassment and violence, gives examples of widely used educational materials and classroom techniques for preventing harassment and promoting tolerance, and identifies other resources for schools in developing effective anti-harassment programs.

The examples of anti-harassment policies and procedures presented for illustrative purposes are taken from existing state and local school policies. Inclusion of a particular policy in this document does not signify its endorsement by OCR, any other federal agency, or NAAG. Consideration of a range of such examples should assist schools in determining which methods and procedures will best support their district's anti-harassment policies and programs. As discussed further in this Guide, all anti-harassment policies should be written and applied in a manner that recognizes the First Amendment rights of students and employees.

Part I: The Fundamentals

**A Comprehensive Approach to
Eliminating Harassment
and Hate Crime**

Part I: The Fundamentals

A Comprehensive Approach to Eliminating Harassment and Hate Crime

To establish an educational environment free from discrimination and harassment will ordinarily require more than just punishing individual instances of misconduct. Students will benefit most from stopping harassment from happening at all. Therefore, an effective anti-harassment program must incorporate the kinds of strategies that will prevent harassment, not merely increase the chance of punishment. While building a strong program often starts with developing and enforcing written policies and procedures, all of a school district's programs and activities should support its anti-harassment efforts. The school's instructional program, calendar of events, extracurricular activities, professional development efforts, and parent involvement initiatives are key to establishing an environment in which respect for diversity can flourish.

Successful prevention strategies depend on the coordinated efforts of all school employees, including individuals responsible for administration, curriculum, instruction, discipline, counseling, public relations, and personnel. Parents, students, law enforcement agencies, and other community organizations also play an important role. Schools should consider developing action plans both at the district level and at individual school sites that specify the steps each segment of the school community will take to implement a comprehensive anti-harassment program.

By designing and implementing a comprehensive approach, schools can establish the framework for a safe environment conducive to learning for all students. The key components are as follows.

Develop written policies that prohibit unlawful harassment

At a minimum, a school's governing authority should adopt and disseminate written policies that:⁵

- Set forth the school's commitment to protect students from harassment and violence and to maintain a nondiscriminatory environment
- Identify the types of harassment prohibited by the policy and give examples
- Require staff to report harassment that they learn about
- Explain how to report harassment and to whom to report it
- Describe the various steps the school will take to respond to reported incidents
- Include formal complaint procedures
- Prohibit retaliation against persons who report harassment or participate in related proceedings
- Ensure that all members of the school community are aware of their rights and responsibilities

Student codes of conduct and *personnel policies* should also be examined to ensure that they contain rules of behavior, offense categories, and disciplinary procedures to address violations of the district's anti-harassment policies appropriately.

For additional recommendations, see **Part II: Developing Written Anti-Harassment Policies**, page 15.

Identify and respond to all incidents of harassment and violence

All staff and administrators should be taught to accurately and sensitively advise students and parents reporting harassment of the relevant school policies and the options for stopping the harassment. In all instances, students and parents reporting harassment should be told how to file a formal complaint. Reporting procedures should be easy to use and well publicized. At least one employee should be formally designated and trained to receive complaints. The names and positions of the

Steps in a comprehensive approach

- Board members, district administrators, and the superintendent recognize the urgency of the problem of unlawful harassment and hate crime; identify people and agencies that can help them develop effective prevention and response strategies, and compile a library of useful materials
- School officials select personnel to work on creating an effective anti-harassment program in consultation with parents, students, and community groups
- Compliance coordinators are appointed and trained
- School personnel assess the school climate to determine the prevalence and types of harassment that may exist and the potential for hate-motivated violence
- School district adopts a written anti-harassment policy or reviews and revises existing policies for accuracy, clarity and legal compliance; the policy is clearly communicated to all members of the school community; and school personnel and students are held accountable for their actions
- School district develops a formal grievance procedure and takes steps to make sure it is working properly
- Instructional personnel use or supplement the district's curriculum and pedagogical strategies to foster respect and appreciation for diversity
- School sites institute, improve, or expand age appropriate student activities to prevent or reduce prejudice and conflict
- School district and individual school sites institute specific measures to respond immediately and effectively when harassment occurs to stop the harassment and prevent recurrence
- School officials flexibly apply response mechanisms to both the victim and the perpetrator, taking into account the parties' ages and the context of the behavior
- School personnel continually monitor the school climate and promptly address problems that could lead to harassment or violence or that indicate that harassment could be occurring
- Appropriate school officials become familiar with pertinent civil and criminal laws at the state, local, and federal levels, so that they are able to recognize possible civil rights violations, hate crimes and other criminal acts
- Schools develop guidelines and procedures for collaboration with law enforcement officials, make appropriate referrals to outside agencies, and designate liaison personnel
- Crisis intervention plans are in place to minimize the possibility of violence or disruption of the educational process
- District-level personnel and individual school sites form continuing partnerships with parents and the community to prevent hate crimes and harassing behaviors
- Staff training and professional development programs support the district's anti-harassment efforts
- All harassment incidents are carefully documented and incidents are reported to outside authorities as required
- District regularly assesses the effectiveness of its anti-harassment efforts

persons designated should be made known to all members of the school community.

Require all staff to report to a designated school official, who has authority to take corrective action, any harassment that students report to them or that the employees observe. School personnel should not overlook incidents that, viewed alone, may not rise to the level of unlawful harassment. Consistent enforcement of all disciplinary rules and meaningful interventions by staff to teach appropriate behavior will tend to discourage more severe misconduct and to help achieve an atmosphere of respect and courtesy. Consider all available resources to address instances of inappropriate behavior, including increased parental involvement.

A repertoire of options that consider the nature of the conduct and the age and identity of the perpetrator and target of harassment are needed to

respond to incidents of varying levels of severity, persistence, and pervasiveness. Top school officials or a designated coordinator may wish to screen all allegations of harassment to make sure that an appropriate course of action will be taken.

In responding to incidents of harassment, schools should pay close attention to the possibility that harassers and their friends and associates may attempt to retaliate against persons who report harassment. Retaliation or reprisals can include threats, bribes, unfair treatment or grades and further harassment such as ridicule, pranks, taunting, bullying, and organized ostracism.

Recognize that students may be harassed, not only because of their own race, sex, ethnicity or other characteristics, but also because of their association with individuals who are members of a targeted group.

Effective mechanisms to respond to incidents of harassment

- Immediate investigation of all reported incidents to determine whether the alleged harassment occurred, determine the scope and severity of the behavior, identify the perpetrators, evaluate the harm to the victims, and determine the appropriate corrective action
- Immediate referral to law enforcement authorities when the acts in question are violent or criminal in nature
- Fortright announcements by school authorities condemning the harassment and promising appropriate corrective action when the incidents are well known or of public concern
- Punishment, as appropriate, of harassers who violate provisions of the school's student disciplinary code, such as provisions against sexual and racial harassment, obscene language, vandalism, other property damage, physical assault, threats and intimidation, etc.
- Disciplinary action, as appropriate, against employees who violate the school's policies against sexual, racial, and other types of harassment
- Ongoing remedial actions intended to prevent recurrence, such as increasing adult supervision of an activity in which incidents have occurred and close monitoring of the victim's security
- Emotional and psychological support as needed by the harassment victim
- Informal procedures for resolution, such as peer mediation or counseling, when informal resolution is voluntarily selected by the parties; the harassment victim has full knowledge of the right to pursue the formal complaint process, and the school determines that informal resolution is appropriate for the incident in question
- Teaching students who engage in harassing conduct more acceptable behavior, especially where the students are very young or the conduct was not intended to be harmful

For additional recommendations, see Part II: Identifying and Responding to Incidents of Harassment, page 23.

Provide formal complaint procedures

A formal complaint process is necessary in addition to the various other mechanisms that districts should use to address all incidents of harassment. The district should provide formal complaint procedures that ensure students and their parents a means of obtaining corrective action, if they prefer to file an official complaint or are dissatisfied with the district's response to alleged harassment.

Federal laws prohibiting sex and disability discrimination require prompt and equitable complaint procedures that incorporate due process standards.⁷ Such procedures are also recommended to address complaints of race and national origin discrimination, and other types of discrimination addressed by a district's policy. The term "grievance procedures" is also used to refer to formal complaint procedures, and this Guide uses the terms interchangeably.

Formal complaint procedures should include:

- Notice to students, parents, and employees of the process, including how and where complaints can be filed
- An opportunity for a prompt, thorough, and impartial investigation, including the opportunity to present witnesses and other evidence
- Confidentiality of the complainant, the alleged harasser, and any witnesses, to the extent possible in the particular case
- Notification to the complainant of the outcome of the complaint consistent with any legally required privacy restrictions
- Effective remedies when discrimination is found

For additional recommendations, see Part II: Formal Complaint Procedures, page 31.

Create a school climate that supports racial, cultural, and other forms of diversity

There is a growing consensus among educators that the best way to protect students from harassment is to establish a secure environment that expects appropriate behavior and promotes tolerance,

sensitivity to others' views, and cooperative interactions among students. Effective anti-harassment programs therefore endeavor to provide students with a curriculum, teaching methods, and school activities that discourage stereotypes and respond to the concerns of students of different races and cultural backgrounds.

MAKE EXPECTATIONS CLEAR. The district should regularly communicate its policies against harassment to all members of the school community, including students, staff, parents, and school visitors, and make it clear that the policies will be enforced. Take steps to make sure that students are able to identify harassment, understand its causes and effects, and feel comfortable reporting instances of harassment.

MONITOR THE SCHOOL ENVIRONMENT AND DOCUMENT ALL INCIDENTS. The school environment and activities should be regularly monitored to ensure that harassment is not occurring. All instances of alleged or suspected harassment, whether or not substantiated, should be documented. Documentation should include all disciplinary incidents in which race, national origin, sex, disability, or other subjects of district concern are a factor.

IDENTIFY STUDENT AND PARENT CONCERNS. Without an effort to identify student and parent concerns, school officials may not realize the extent of harassment that occurs in their schools. To identify areas needing attention, school officials should seek out information about underlying conflicts and tensions among students, both in school and in the community. Areas of concern could include possible antipathy toward recent immigrants, pervasive racial stereotypes, frequent sexual harassment, and any inequities in treatment by school personnel as perceived by students and parents. Such information can be obtained via a voluntary survey or through public meetings. Maintain contact with students and parents to identify potential "trouble spots" for attention before harassment occurs.

STAFF TRAINING. A school district should provide sufficient training to enable employees to take an active part in the district's efforts to prevent

and address harassment. In-service training and professional development opportunities should be geared to:

- Assist teachers, coaches, counselors, administrators, and paraprofessionals to recognize harassment and prejudice and to apply techniques for on-the-spot intervention
- Deepen the understanding of teachers and other employees of diverse cultural attitudes and behaviors; racial, ethnic, and sex based stereotypes; and the types of problems faced by students at school and in the community
- Enable teachers to use specific prejudice reduction curricula, materials, and techniques in the classroom
- Increase employees' sensitivity to the phenomena of racial, sexual, and disability harassment and the emotional, psychological, and educational damage that may result
- Inform teachers and other employees of expected behavior to prevent charges of harassment and suggest ways to improve communication skills to avoid unintended offense
- Ensure that all employees appropriately advise students and parents who report harassment of their options for obtaining help
- Enable administrators, compliance coordinators, complaint managers, complaint investigators, and school disciplinarians to properly perform their duties as designated by district policies

CURRICULUM AND TEACHING METHODS. Successful anti-harassment efforts generally provide opportunities for students to overcome ignorance, mistrust, and biases. Age appropriate prejudice reduction and sexual respect concepts can be included in social studies, literature, and other classes.

Examples of teaching strategies that can help to reduce prejudice include modeling unbiased behavior, improving students' critical thinking skills, helping students to develop empathy, and encouraging cooperative learning.¹⁰ Numerous curriculum materials are available with little or no charge. For examples of prejudice reduction programs and related materials, see *Preventing Youth Hate Crime: A Manual for Schools and Communities* and the *Annual Report on School Safety* published by the U.S. Department of Education in conjunction with the U.S. Department of Justice and other publications cited in Appendix E of this Guide.

Preventing Youth Hate Crime: A Manual for Schools and Communities and the *Annual Report on School Safety* are available at www.ed.gov/offices/OESE/SDFS/news.html.

STUDENT ACTIVITY AND MEDIATION PROGRAMS.

Student activities, such as leadership clubs, that encourage students of different backgrounds and both sexes to work together on shared projects can contribute to intergroup understanding. Many schools use trained student mediators to resolve personal conflicts that could lead to harassment. In some schools, student volunteers are trained to discuss diversity issues with their peers or younger students in the classroom.

APPOINTMENT OF COMPLIANCE COORDINATOR. Federal regulations require the appointment of individual employees to coordinate the district's efforts to comply with laws against sex and disability discrimination.¹¹ Appointment of individuals to coordinate efforts to eliminate discrimination based on race, national origin, and other grounds covered by the district's policy is also recommended.

The duties of compliance coordinators (also termed "equity coordinators") might include:

- Maintaining and analyzing documentation of all harassment incidents
- Regularly reviewing the effectiveness of the district's efforts to correct and prevent harassment and proposing improvements
- Regularly assessing the adequacy of training for staff, administrators, students, and parents and proposing improvements
- Advising and assisting other personnel to properly handle complaints and reports of harassment
- Ensuring that top district officials are informed about harassment incidents and the adequacy of the school's response

The names, positions, addresses and telephone numbers of the compliance coordinator(s) should appear in all publications and postings of district policies and complaint procedures.

For additional recommendations, see Part II: Creating a Positive School Climate, page 35.

Federal statutes related to hate crimes

Federal law prohibits the intentional use of force or threat of force against a person because of his or her race, color, religion, or national origin for the purpose of interfering with the person's enrollment or attendance in any public school or college. Federal law also allows more severe penalties when persons convicted of federal crimes were motivated by bias against the "actual or perceived race, color, religion, national origin, gender, disability, or sexual orientation of any person."¹²

Work with law enforcement agencies to address and prevent hate crimes and civil rights violations

DEFINITION OF HATE CRIME. Depending on the jurisdiction, hate or bias crimes involve criminal acts in which the victims are selected based on characteristics such as race, national origin, ethnicity, sex/gender, religion, sexual orientation or disability. Bias crimes include both attacks on persons and on property. Typical hate crimes include threatening phone calls, hate mail, physical assault, threats of harm or violence, arson, vandalism, cross burnings, destruction of religious symbols, bombings and bomb threats. School officials should find out the specific definition of bias crimes established by their state and local governments. There is no bright line between hate crime and noncriminal harassment, and some incidents may include elements of both. For a summary of state hate crime laws, compiled by the Anti-Defamation League, see Appendix C.

No school district or community is immune from the damage that can be done by bias crime, and such crimes can happen even in schools with excellent reputations. Bias crimes that occur in school can create or exacerbate tensions that contribute to community-wide conflicts and civil disturbances. Bias offenses committed outside of school may quickly affect the school climate and relationships among students. Therefore, schools also need to be aware of incidents in the community and become involved in preventing and addressing them.

REFERRALS TO LAW ENFORCEMENT AUTHORITIES. School officials should contact

law enforcement officials when hate crimes are committed or suspected on school property or in connection with off-site school activities. School officials should also contact law enforcement officials when they become aware of any criminal behavior that endangers the life or safety of students or other persons, whether or not the behavior occurs on school property or in school activities.

School officials should consider developing guidelines for referral of less serious incidents to appropriate authorities. Circumstances that may be considered in determining whether a referral is appropriate or necessary include the nature and seriousness of the conduct, whether a pattern of biased conduct is evident, and the risk that the conduct poses to the health, safety, or well-being of students, employees, and the public. For example, school officials should tell law enforcement officials about apparently less serious instances of harassment if these could lead to violent retaliation or serious confrontations outside of school.

Schools are encouraged to establish ongoing lines of communication with law enforcement agencies. Also, schools that have on-site security personnel should involve them in efforts to address and prevent hate crimes.

PRESERVATION OF EVIDENCE. School officials should balance the need to preserve the physical evidence of hate crimes for investigation and the need to minimize the exposure of students to harmful messages.¹³ In addition to violating the school's disciplinary code or anti-harassment policies, certain kinds of graffiti may also be of interest to law enforcement agencies. Some law enforcement authorities recommend that evidence of graffiti be preserved for investigation when the graffiti is repetitive or persistent, is located in places

Assist victim to pursue law enforcement options

Schools should encourage student victims to notify the police or file criminal charges, where appropriate. Whether or not a student intends to file charges, the school should make its own law enforcement referral. Notification to the police by the student or the school does not relieve the school district of its obligation to investigate, make findings, and remedy the harassment insofar as school-related conduct is involved. To avoid compromising a criminal prosecution, schools should coordinate their activities with law enforcement authorities. Persons injured by harassment should be told about all methods of obtaining corrective action. These include the school's internal complaint procedures, criminal charges, and complaints with governmental and non-governmental agencies that address civil rights violations in schools.¹⁴

of high visibility, identifies particular targets, identifies the perpetrator, contains incitements to violence, threats or intimidation, and/or targets particular groups.¹⁵ Use methods to reduce exposure to the offense which do not destroy the physical evidence, such as covering or concealing it. Photographing all instances of hate-motivated or harassing graffiti is a good practice, and, if a criminal violation is involved, the physical evidence should be preserved until the police approve removal.

CRISIS INTERVENTION PLANS. Crisis intervention plans should include methods of rumor control, media contacts, close and continuing communications with students, parents, and the community, and liaison with law enforcement agencies and experts in crisis management. For information on crisis avoidance and response strategies for schools and communities, see *Early Warning, Timely Response: A Guide to Safe Schools*, available at www.ed.gov/offices/OSERS/OSEP/earlywrn.html.

OCR ENFORCEMENT. School officials should inform members of the school community of the role of outside agencies in protecting students' civil rights. OCR investigates and resolves discrimination complaints, including complaints that schools have allowed or condoned sexual, racial or disability harassment. The vast majority of meritorious complaints filed with OCR are satisfactorily resolved through an agreement with the school district. If, however, resolution of such a complaint does not occur, OCR can bring an administrative

hearing to suspend or terminate federal funds to a school district that refuses to correct discrimination. OCR can also refer such complaints to the United States Department of Justice, which can initiate a lawsuit to secure remedial action.

STATE AND LOCAL CIVIL RIGHTS AND EDUCATION LAWS. Acts of harassment may also violate state or local civil rights, anti-discrimination, or education laws. In addition to harassment based on race, national origin, sex, and disability, which is specifically covered by federal law and many state laws, some states have laws that prohibit harassment based on religion and sexual orientation. In some states, such as Massachusetts, the state attorney general is authorized to bring civil suits to enjoin future criminal and certain types of noncriminal civil rights violations with criminal sanctions for noncompliance. Some states have also enacted laws spelling out the steps that schools must take to prevent or address harassment. We strongly recommend that school districts contact the attorney general of their state, the state department of education, and county and municipal officials to determine what state and local requirements apply and what state and local remedies are available.

For additional recommendations, see Part II: Addressing Hate Crime, page 41.

Neera

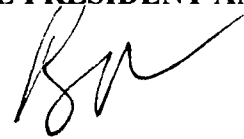
THE WHITE HOUSE
WASHINGTON

June 11, 1999

**MEMORANDUM TO BRUCE REED, ASSISTANT TO THE PRESIDENT AND
DIRECTOR OF DOMESTIC POLICY COUNCIL**

**FROM: BOB NASH, ASSISTANT TO THE PRESIDENT AND DIRECTOR OF
PRESIDENTIAL PERSONNEL**

SUBJECT: PHILIP HESSE



I have attached a letter from Dr. Philip Hesse concerning the School Violence Conference last month for your information. I responded to his letter and referred him to you for any future action. I assume he wants to keep with this issue.

BN

BJN:kwd

Cc: Heather Marabeti

THE WHITE HOUSE
WASHINGTON

June 11, 1999

Mr. Philip W. Hesse, Ph.D
3850 Folly Quarter Road
Ellicott City, MD 21042

Dear Dr. Hesse:

Thank you for expressing your interest in The White House Conference on School Violence. I greatly appreciate your desire to participate in this important event and serve the nation.

As you know, the School Violence Conference occurred last month. I regret that I did not receive your letter in time for you to be considered for the Conference. It was a great success and we hope to continue to build on the themes discussed in future White House initiatives.

I sent a copy of your letter to Bruce Reed, Assistant to the President and Director of Domestic Policy Council. He has primary responsibility at the White House for the School Violence issue. I am sure he will be in contact with you regarding future conferences on this issue.

On behalf of the President, thank you for your offer of service and we hope that we can count on your continued support in the many months ahead.

Sincerely,



Bob J. Nash
Assistant to the President and
Director of Presidential Personnel

BJN:kwd

Cc: Senator Paul Sarbanes
Heather Marabeti
Bruce Reed

May 3, 1999

Philip W Hesse, Ph.D
3850 Folly Quarter Road
Ellicott City, Md. 21042

Dear Senator Sarbanes,

This letter serves as a request to serve upon the President's commission on "School Violence" which starts meeting on May 10, 1999. I am writing directly to you for your assistance in this matter, at the suggestion of my sister, former Maryland Senator Patricia Sher.

Solving this reoccurring problem of youth violence in our schools is one of the most important and complex social problems we face today. Working on this problem and making an effective contribution would be extremely valuable and satisfying endeavor.

My experience rather uniquely qualifies me for this position and should enable me to participate in a knowledgeable and effective manner.

Experience

1. High School Math and Science teacher for two years in the Home and Hospital Program teaching advanced math and science in Howard County, Maryland to students to sick to attend classes.
2. I am a certified instructor in Maryland Hunter Safety classes.
3. I am a certified NRA instructor in pistol and personal protection. I have taught adults and children in marksmanship and the safe handling of firearms.
4. I am a NRA member and secretary of the Central Maryland Friends of the NRA. This organization raises funds for local clubs for range improvements, safety courses etc. The majority of the funds go to support youth programs.
5. I am a registered Democrat. My career as a research physicist with the U.S. Navy prevented me from having an active political life. I am currently retired and no longer come under the Hatch Act restrictions.
6. I am a retired Research Physicist, PhD. I was employed by the Naval Ordnance Laboratory for twenty eight years. I conducted research in materials, radiation physics and explosive devices. For a four year period I was Director of Research for ordnance devices, systems and basic science. I worked with many young scientists with diverse

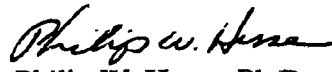
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backgrounds throughout my career and have served as a mentor. I have received many awards including: EEO, performance awards and a presidential citation.

7. I served for three years in the Marine Corps as an ordnanceman , twenty months of which were overseas.

The above combination of being a teacher, instructor and research physicist has given me a strong positive interaction with young people. I also have nine grandchildren. These, coupled with explosive experience this should enable me to serve on the President's Commission in a highly effective manner and helping to moderate the extreme positions of the pro-gun verus anti-gun factions and thus make a contribution to an acceptable political solution.

Yours truly,


Philip W. Hesse, Ph.D

Copy to:
Senator Mikulski
Delegate Kettelman

BLANK ROME COMISKY & McCAULEY LLP

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TELECOPY MESSAGE TRANSMITTAL FORM

MESSAGE FROM: Nelson A. Diaz June 11, 1999	EXTENSION: 5734	ATTORNEY NO.: 1889
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CLIENT NO.: 900400	MATTER NO.: 00016	NO. OF PAGES (INCLUDE COVER) 8	WHEN COMPLETED CALL FOR PICKUP/SEND INTEROFFICE XX
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TO: Mickey Ibarra	FIRM: The White House
FAX NO.: 202.456.6220	CONFIRMATION NO.: 202.456.7060

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COVER MESSAGE:

Mickey:

Can you help me with this. Thank you.

Nelson

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BUSY:	NO ANSWER:	WRONG NUMBER:	NO CONNECTION:

From: Nelson Diaz
To: Morales, Gladys
Date: 6/11/99 4:04PM
Subject: Fwd: Letter to President

From: "Donald L. Nathanson, M.D." <nathanson@tomkins.org>
To: <diaz@blankrome.com>
Date: 6/8/99 10:21PM
Subject: Letter to President

Nelson:

this is the letter I sent the President through one of his trusted advisors, who relayed it to Anne Lewis. Apparently she liked these ideas and showed it to him, and noted his approval. Nevertheless, nothing has happened in the ensuing 5 weeks, and every couple of days I hear something new out of the White House on this issue. I believe that my group has a good idea how to change the education of grade school children so that they are much less likely to end up in the situation we saw in Littleton.

Let me know if there is anything further I can do to enter this fray.

Don

3 May 1999

William Jefferson Clinton
President, The United States of America
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President:

After your kind words to those affected by the horror in Littleton, Colorado, you refused the Press Corps' attempt to bait you into offering a hastily conceived solution to the growing problem of violence by children. As one of the most distinguished minds to serve as President in this century, you seem to feel most comfortable when surrounded by those whose creativity mirrors your own; toward this end you will now assemble a new body of scholars. To date, panels of tired experts have presented neither a satisfactory explanation of explosive behavior nor a novel plan for its resolution. Teachers and students, those who most need a new marching cry, new ways of conceptualizing, and new techniques for the remediation of conflict, are left helpless in the face of a steadily worsening situation. Herein I offer a new analysis of the root cause of the problem and a new, easily implemented way of approaching it on a nationwide basis.

In one of my entries for a forthcoming encyclopedia on violence in America, I noted that the half-century-long acceleration of antisocial behavior can be linked securely to dramatic differences in the way people have come to manage the feeling of shame. In a series of books and papers, I have described the Compass of Shame, a pattern of only four possible responses to the family of emotions known variously as humiliation, embarrassment, shame, or experiences like ridicule, failure, and invidious comparison. Where once we were trained to withdraw in shame or to achieve safety by courting more powerful others, now people tend to avoid any moment of shame by blocking it with

alcohol, drugs, or hedonistic activity, and by reducing the safety and self esteem of others. I call these the Withdrawal, Attack Self, Avoidance, and Attack Other poles of the compass.

Adolescence is a shame crisis for every human, during which normal comparison and competition are magnified in children destabilized by a rising tide of sexual arousal. In the midst of the Littleton rampage, a brave young woman asked her murderous classmate "Why are you shooting people?" He responded "Because we didn't like the way everybody treated us last week." Pure and simple, this is a response to chronic shame. Although behavior at the Attack Other pole of the compass may be sudden, unpremeditated, and possibly modulated somewhat by "anger management training," the Littleton assassins worked toward their chilling goal with perfect modulation and great skill. This is not the "toxic shame" ballyhooed by television hucksters, but a systemic problem at the outer edge of a curve of normal distribution of experience and response. Despite that the search for excellence may represent a wish for normal pride, it is only the individual suffused with chronic shame who so desperately seeks hurtful power over others.

So ubiquitous and ordinary is the experience of shame during childhood and adolescence that it has been nearly invisible, like the air we breathe. The problem has become systemic because the overwhelming majority of shame-related experience is within normal limits, and those who do become dangerous for others are often only slightly different from their peers. The remedy, of course, is to bring the whole psychology of shame into the open in ways that do not embarrass children, do not trivialize their experience, and reject any inference that shame itself is a pathological emotion.

A grade school teacher in my group has taught children about the compass of shame and observed significant reduction in schoolyard fighting. Another close associate has devised an inexpensive, commercially available 10-minute psychological test called the ISS (Internalized Shame Scale) that can be administered by non-professionals in order to identify those perhaps in need of intervention. Others associated with my Institute have devised methods for the resolution of conflict in schools and neighborhoods as part of the Restorative Justice Movement, resulting in dramatic reduction of antisocial behavior. In all of these venues, my work has provided the central theoretical basis.

Sometimes it takes a new language to approach a problem. I have developed a language that explains the problem of juvenile drug use and violence in an entirely novel manner, prepared a method for the solution of the problem, am willing to assist in its implementation, and would be proud to serve on any committee that bears your imprimatur.

Sincerely,

\ Donald L. Nathanson, M.D. 610-896-6885 (fax) \\\
 \ Executive Director 610-896-6887 (voice) \\\
 \ The Silvan S. Tomkins Institute 215-546-7626 (office) \\\
 \ Clinical Professor of Psychiatry e-mail: \\\
 \ Jefferson Medical College nathanson@tomkins.org \\\
 \ Columnist, Behavior OnLine <http://www.behavior.net> \

Neera

NATIONAL
GOVERNORS'
ASSOCIATION

News Release



Hall of the States
444 North Capitol Street
Washington, D.C. 20001-1512
Telephone (202) 624-5330

FOR IMMEDIATE RELEASE

May 17, 1999 (54-1999)

Contacts: Shelley Borysiewicz, NGA, 202/624-5333

John Truscott, Gov. Engler's Office, 517/335-6397

STATE OFFICIALS FOCUS ON COMBATING VIOLENT JUVENILE CRIME

NGA, NIJ forum examines strategies for dealing with violent juvenile offenders

Dearborn, Mich.—Kids are killing kids. Children are terrorizing their schools, parks, and neighborhoods. And, young people are either the foot soldiers or ringleaders in criminal enterprises involved in drug trafficking. The nation is clamoring for it to stop. To examine strategies for combating violent juvenile crime, state government policymakers from 20 states and federal officials are meeting May 17–18 in Dearborn, Mich., for the Dealing with Violent Juvenile Offenders Executive Policy Forum.

The forum includes presentations by leading experts and policymakers on the latest research on juvenile crime, as well as best practices being implemented at the state and local levels. This two-day forum is second in a series that the National Governors' Association (NGA) Center for Best Practices and the National Institute of Justice (NIJ) have sponsored for governor's advisors and state officials focusing on youth violence; the first was held Feb. 11–12 in Raleigh, N.C.

"The topic of this forum is one that I have spent a great deal of time working on through reforms to both our criminal justice system and our social services system," said Gov. John Engler, host of the forum. "The subject is very complex. But in reality, the answer to the question of how to deal with juvenile offenders is quite simple. Indeed, we can all agree that the best course of action is to prevent juvenile crime in the first place."

Gov. Engler has been in the forefront of juvenile justice reform. In 1995, he signed a 21-bill package that cracks down on juvenile crime, which included an adult time for adult crime provision, lowering to 14—or even lower under certain circumstances—the age at which violent youths can be waived into the adult system.

The governors' juvenile crime package also expanded sentencing options for judges whereby they can choose to incarcerate youth offenders in the juvenile system or in the adult corrections system. Or judges can use a blended sentence, where the judge holds off on the adult sentence to see if the juvenile is serious about his or her rehabilitation in the juvenile system. The 1995 laws also stressed enhanced parental responsibility, requiring parents to attend court and meaningfully participate in child's treatment, under penalty of civil or criminal contempt. The governor also signed legislation authorizing a prison for youths convicted of violent adult crimes and has approved legislation establishing military-style "boot camps" for less serious offenders.

Michigan was also one of the first states in the nation to call for mandatory expulsion of juveniles who bring guns and other deadly weapons to school. Before the Michigan legislature is a proposal to extend this mandatory expulsion to those who assault teachers or other school employees. Studies have shown that mandatory gun expulsion laws dramatically decrease the number of students who bring dangerous weapons to school.

Like Michigan, other states are implementing a continuum of strategies to combat violent juvenile behavior. Juvenile crime and youth violence, and the social and economic consequences of both, remain important issues for the nation's

Page 2—NGA, NJ forum examines strategies for dealing with violent juvenile offenders

governors. Many governors have promoted a balanced approach that incorporates prevention, early intervention, and more effective penal strategies for violent young offenders. Here is a brief look.

School Violence. In the wake of the recent tragedy in Littleton, Colo., governors are taking more steps to ensure school safety. Here is what several states are doing to combat school violence.

In Delaware, Gov. Thomas R. Carper moved to close a loophole that currently waives regulations on private handgun sales and transfers. He wants mandatory background checks on all handgun sales and transfers for both new and used guns. Gov. Carper also proposed a \$5 million increase for prevention, intervention and school discipline programs—a 50 percent increase. Almost half of the money will go to help students who need academic or behavior counseling.

In Missouri, Gov. Mel Carnahan announced the formation of a task force that will focus on preventing school violence. The 11-member Governor's Task Force on School Violence will include representatives from law enforcement, the education community, youth services, and the mental health community.

"This task force will conduct a series of public hearings aimed at gathering input and data from teachers, parents, community leaders, and perhaps most importantly, students," Gov. Carnahan said. "We need to be able to recognize the warning signs of troubled students who might become violent. The members will focus on creating strategies that will help prevent violence in Missouri schools. They will then submit their recommendations in a report to the governor by Oct. 1.

In North Carolina, Gov. James B. Hunt Jr. announced a toll-free phone number that students and parents can use to report information regarding threats to North Carolina schools. Anyone with information about such threats is asked to call the State Bureau of Investigation Operations Center at 800/334-3000.

"We are taking all threats very seriously and we are grateful to the SBI for their special assistance in this effort," said Gov. Hunt. "Our schools must be made safe for our children and teachers, and I believe that this toll-free number combined with our rewards for information about threats will help us punish those who threaten our schools."

Gov. Hunt also recently announced rewards of up to \$10,000 each for information leading to the arrest and conviction of people responsible for threats involving North Carolina schools. In addition, Gov. Hunt has directed his administration to coordinate their school safety efforts with local school and law enforcement officials.

In Tennessee, Gov. Don Sundquist announced that the state's Department of Education and Tennessee Bureau of Investigation are teaming up to provide a hotline for people to report signs or threats of potential violence in Tennessee schools. "[W]e want to do all we can to keep our children safe when they go to school," Gov. Sundquist said. "Sometimes there are warning signs that a child is troubled and poses a danger to himself and others. I think we've learned, tragically, that we cannot afford to ignore those warning signs." The toll-free number to call is 800/TBI-FIND or 800-824-3463; personnel will be on hand 24 hours a day, seven days a week, and calls will be kept confidential at the caller's request.

In Virginia, Gov. James S. Gilmore III announced the "Partnership for School Safety," a public-private partnership, which includes online reporting of school crime, a toll-free statewide hotline, special training for deputy sheriffs, small police departments, school staff and parents, and \$1.5 million for additional School Resource Officers. "Students and teachers need to feel safe in their schools," Gov. Gilmore said. "The technology and training available through the Partnership for School Safety will assist students, teachers, administrators, parents, and law enforcement even more in preventing school crime and violence. This is a partnership among the Commonwealth, corporations and communities." Gov. Gilmore also authorized a \$1.5 million grant to assist localities in training and assigning more deputies and officers for full-time duty as School Resource Officers. It is expected this would fund nearly 40 new SROs.

Treating Juveniles like Adults. According to the National Conference of State Legislatures (NCSL), 1998 saw states continuing the trend of treating juveniles who commit serious crimes like adult offenders. States passed laws that establish adult court jurisdiction over juvenile offenders. For example, Alaska will permit automatic adult handling of minors accused of using a deadly weapon during the commission of certain felonies and who also have a

Page 3—NGA, NIJ forum examines strategies for dealing with violent juvenile offenders

previous adjudication or conviction. A Tennessee enactment allows the court to transfer a child as an adult to criminal court if his or her conduct would be a criminal gang offense if committed by an adult.

Detaining and Incarcerating Young Offenders. According to NCSL, Juvenile detention and corrections were addressed in many other states, as well in 1998, with particular attention to placement and release issues and education services. In Ohio, courts will be required to commit a child to a department of youth services secure facility for one to three years if the child is adjudicated delinquent for a category one or two offense. An early release mechanism, which must be requested by the department of youth services, the youth, or his or her parents and approved by the court, was created under separate law. Missouri lawmakers authorized courts to establish a minimum period that a child must remain in the division of youth services, provided such commitment ends at age 18 except upon petition by the division. A California measure will require the court to order a hearing to determine whether probable cause exists that discharge of a youthful offender would be dangerous to the public. A Hawaii law gives the youth correctional facility director the authority to discharge a person committed to such facility. In South Carolina, the parole board will be required to maintain authority over a juvenile who is conditionally released from a correctional facility until expiration of the term imposed in the juvenile's conditional aftercare release. The measure also allows that the conditional release period be extended to age 21. A Tennessee enactment requires notification to the requesting public of release of juveniles who have been adjudicated for felony acts.

Expanding Dispositions, Sanctions and Treatment. New 1998 laws, according to NCSL, established drug and alcohol assessment and treatment programs for young offenders. In Florida, the court may order a child to submit to random alcohol or drug testing upon recommendation by the department of juvenile justice or pursuant to a petition that alleges that the child violated conditions of community control or aftercare. An Ohio law gives courts discretion to impose any of the following sanctions on a delinquent child: alcohol or drug treatment; day reporting; electronically monitored house arrest; community service; intensive or basic supervision; curfew observation; attainment of a high school diploma or equivalent; reconciliation or mediation with the victim.

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THE FOUNDATION FOR SOCIAL CHANGE

NEERA -
(from
Podesta)

-BR

171 Madison Avenue, Suite 1006 • New York, NY 10016 • (212) 685-8848 Fax: (212) 685-8970

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Maurice Paprin
Miles Pennybacker
Stanley Sheinbaum
Stanley Weithorn

May 14, 1999

MAY 18 1999

Brue
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Mr. John Podesta
Chief of Staff
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

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Re: "Citizen Action and Responsibility Project"

Dear John:

About one year ago, in the wake of the Springfield, Oregon killings by student Kipland Kinkel, I wrote to you and Rahm Emanuel proposing a White House Summit on "*Citizen Action and Responsibility*" (enclosed is my letter of May 22, 1998). At that time, Rahm indicated serious interest in the proposal and advised me that an inter-agency committee at the Department of Justice was studying it. With the fallout of the Littleton, Colorado catastrophe last month, the White House organized an Emergency Summit to deal with the numerous outbreaks of teenage violence in our schools and communities.

Once again, we believe that a "quick response mechanism" was necessary. However, just putting on a "show" which focuses on the entertainment industry may produce the desired headlines and give the appearance of a serious treatment of the issue involved. However, it lacks the necessary ingredients of thoughtful educational and civic involvement we had hoped would be brought into play.

With due respect, we still believe that the idea of a Task Force on Citizen Action and Civic Responsibility requires some long-term commitments from the wide range of volunteer organizations which are eagerly awaiting a summons or invitation from the President to go to work on a series of events, workshops and institutional mechanisms to cope with these new emergencies and phenomena.

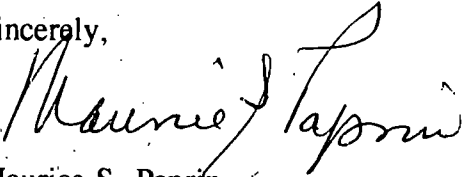
Craig Butler,
Executive Director

(continued)

Podesta Ltr-5/14/99
Page 2

It is up to you to begin the process. We await your call.

Sincerely,

A handwritten signature in cursive script, appearing to read "Maurice S. Paprin". The signature is written in dark ink and is positioned above the printed name.

Maurice S. Paprin

Enc.\

THE WHITE HOUSE
WASHINGTON

1 June 1998

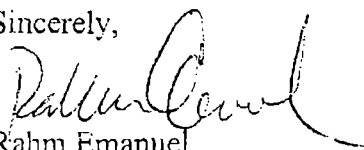
Maurice S. Paprin
The Foundation for Social Change
171 Madison Avenue
Suite 1006
New York, New York 10016

Dear Mr. Paprin:

Pursuant to our conversation last week, I am confirming that we have received your letter and that your proposal is being considered. Since our conversation, I have forwarded your letter to the Justice Department via Cabinet Affairs. In addition, I have indicated that you would like to be invited to a national public conversation, if and when that opportunity arises. The Justice Department has already formed an interagency committee to discuss this issue, but again these conversations are very preliminary.

Thank you once again for the time and effort that you invested in constructing your recommendations. We are keeping in mind your ideas as we address these issues in coming weeks, but our first priority at this early stage is ensuring that the families in Springfield, Oregon have the time and support they need to heal.

Sincerely,


Rahm Emanuel

FOUNDATION FOR SOCIAL CHANGE

171 Madison Avenue, Suite 1006 • New York, NY 10016 • (212) 685-8848 Fax: (212) 685-8970

Board in Formation

Robert Boehm
Maurice Paprin
Miles Pennybacker
Stanley Sheinbaum
Stanley Weithorn

May 22, 1998

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Edith Tiger
Anne Zill

Mr. Rahm Emanuel
Deputy Chief of Staff
and Counsel
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500
Fax: (202) 456-2530

Dear Rahm:

The horrific Oregon killings committed by Kipland Kinkel yesterday is a "bomb burst" that should be a signal to all of the people of the United States (and people throughout the world) of a society that may be on the verge of "running amok."

I believe that this latest incident should be seen as an opportunity to rouse the conscience and the energies of people in every Congressional District, in every village and hamlet, to respond to a call from the President and the First Lady to meet in Washington, DC on Sunday, June 28, 1998 at The White House Emergency Summit on "Citizen Action and Responsibility."

Early in the first Clinton Administration (1993), we called on President Clinton to follow up on his magnificent Little Rock Economic Summit (held during the transition period prior to his first inauguration) to use his great talent for leadership and innovation for more of such events and programs.

Now I'm suggesting that we convene a small planning meeting in the Executive Office Building with volunteer leaders to lay out the parameters and guidelines for the proposed "Summit." The date (June 28) is only a "target" date, and depending on logistics, mobilization of

Craig Butler,
Executive Director

(continued)

Emanuel Ltr-5/22/98

organizations and schedules of key leadership people, can be shifted to July, August or September, depending on the planning group's decisions and/or recommendations. I use the date only as an instrument of impelling people to gather together to meet the sense of crisis at the earliest possible time.

I also believe that the planning group should consider holding simultaneous rallies, demonstrations and public fora in as many Congressional Districts as possible, with Interactive TV and radio hook-ups so that the widest and broadest participation and communication can be achieved.

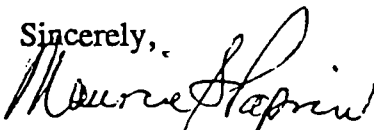
This effort and campaign must be built on the basis of maximum participation and involvement of all citizens (and residents) of all ages, races, religions, and communities. It must involve the people from President Bush's "Thousand Points of Light," from Ret. General Colin Powell's organization, America's Promise, from President Carter's Center on Habitat and Humanity, to President Ford's Economic Summits, from Ross Perot's "United We Stand," to Lani Guinier's "Lift Every Voice," from Norman Lear's "People for the American Way," to Tikkun's Dialogues.

With modern technology for communications and databases we can actually reach huge numbers of people in the 50 states, and the theme should be that everyone should take action and responsibility for significant changes in our "Quality of Life" and preventing explosions of killings, terrorist actions and mayhem that has been seen in Oklahoma, Oregon, New Jersey, Waco, Texas, etc.

We stand ready to meet next week for beginning this process, depending upon the response we get from you, President Clinton and the First Lady. I would like to hear what staff you have available to initiate this process. Obviously, a project of this scope will require mobilization funding. The Foundation for Social Change is prepared to provide the initial "seed money" required for the first planning meetings. With White House support, I am certain that the additional funding for the White House Summit can be secured from a number of Foundations and wealthy sponsors.

I am most anxious to get your reaction and response to this ambitious proposal. I would hope that you could call me back at my office, or at my home over this extended Memorial Day weekend. My home telephone and fax number are 212/486-7367.

Sincerely,



Maurice S. Paprin

pc: President William J. Clinton
First Lady Hillary Rodham Clinton



7700 Wisconsin Avenue
Bethesda, Maryland 20814-3579
301-771-5849
fax 301-771-3962
Don_Baer@discovery.com

Donald A. Baer
Senior Vice President
Public Policy & Communications

Neer

May 14, 1999

To: John Podesta, White House Chief of Staff
From: Don Baer
Subject: Littleton and Discovery Media Literacy Conferences

Upcoming conferences

I talked today to Elena Kagan about whether the White House might be interested in having a principle participate in the Media Literacy Conferences we are launching in Montgomery County schools on Wednesday, May 19, in response to the Littleton shootings. I thought this might present a good opportunity for you, since the next day marks one month since the shootings. The scheduled sites are:

9:00 AM
Walter Johnson High School
6400 Rock Spring
Rockville, Md

12:00 PM
Tilden Middle School
11211 Old Georgetown Rd
Bethesda, Md
301-230-5930

2:00 PM
Farmland Elementary School
7000 Old Gate Road
Rockville, Md
301-230-5919

Obviously, we would love to have the White House participate in any of these, and we would adjust the program to fit your needs. We are talking to major press and expect significant coverage of the events.

Programs

Addressing age appropriate concerns, we will gather children in assembly style settings to facilitate conversations about the media and a variety of social forces including violence. Through a series of discussions and video presentations, the students will be taught the basics of media literacy and critical viewing.

As the attached teaching plans for the appropriate grade levels show, we plan to be very sensitive about references to the Colorado killings. We will probably open with a video reference to Littleton for the purpose of setting the stage about why media education is a vital skill for all citizens, but this will be the extent of its mention in the program as a whole.

The conference will be kicked off by our President and COO (and member of the Maryland State Board of Education) Judith McHale, along with school officials. However, the bulk of responsibility for designing and running the session will be handled by a renowned expert, Dr. Renee Hobbs.

Hobbs is one of the nations leading authorities on media education. She directs the Media Literacy Project at Clark University in Worcester, Massachusetts. A tenured professor of communication at Babson College, Hobbs created the Harvard Institute in Media Education at the Harvard Graduate School of Education in 1993 and 1994, the first national-level teacher education initiative for media education in the United States. Hobbs developed KNOW-TV, a media literacy curriculum for analyzing non-fiction television in collaboration with Discovery's The Learning Channel and Time Warner Cable. KNOW-TV won the 1995 Golden Cable Ace Award for Public Service Programming. She has worked with Discovery on our previous media literacy conferences.

Background

Over the past three years, Discovery Communication has conducted critical viewing conferences directed at parents, educators and community leaders. These conferences are produced in partnership with members of the U.S. Senate and U.S. House of Representatives.

Right after Littleton, we announced plans to expand these efforts by developing media literacy programs that target elementary, secondary and high school students and making them available to all 1,400 public schools in our home state of Maryland. This expanded project entitled Assignment: Media Literacy will provide a forum for students to discuss how to be critical and responsible consumers of media information.

Going forward for the remaining schools, DCI intends to involve the company's more than 3,000 employees, many of whom work in media programming and production, in facilitating the workshops.

Let's talk as soon as possible if you have any interest. Thanks.

Attachments:

Media literacy study plans for elementary, middle and high schools
Washington Post announcement

ELEMENTARY FOCUS**Target Grades 4 & 5****Length 45 minutes****(125 students)**

THEMES: REALISM AND REALITY CUES

- ✓ Identifying levels and types of "realism" in media fiction and non-fiction.
- ✓ Understanding the importance of making reality judgments.
- ✓ Recognizing the role of direct experience and media exposure in making reality judgments

THEMES: HEROS & JUSTIFIED VIOLENCE

- ✓ Identifying heroes in literature and media
- ✓ Understanding people's identification with heroes
- ✓ Recognizing how heroes can be shown acting violently and understanding how this affects our attitudes towards violence
- ✓ Reflecting on how the representation of heroes affects our attitudes

INTERACTIVE COMPONENTS**1. Making Reality Judgments**

Children see excerpts of TV shows and place the shows on a "reality continuum" – explaining which cues in the video they use in judging the levels of realism. A "game show" type format where children are selected from the audience will be used.

2. Good Guy – Bad Guy

Activity involves identifying qualities of a real-world "good guy" and comparing these to media representation of "good guys". Montage of various heroes and villains helps illustrate how stereotypes can shape our attitudes about the "acceptable use of violence."

MIDDLE SCHOOL FOCUS**Target Grades 6 & 7****Length 60 minutes****(230 students)**

THEMES: MAKING REALITY JUDGMENTS

- ✓ Identifying levels and types of "realism" in media fiction and non-fiction.
- ✓ Understanding the importance of making reality judgments.
- ✓ Recognizing the role of direct experience and media exposure in making reality judgments

THEMES: EFFECTS OF MEDIA VIOLENCE

- ✓ Gaining knowledge of the concepts of arousal, fear, desensitization, appetite
- ✓ Recognizing the qualities of fear, desensitization and arousal in self and others
- ✓ Reflection on the impact of media and violence on individuals and society

THEMES: VIOLENCE IN VIDEO GAMES

- ✓ Understanding the qualities that can make video games an addictive behavior
- ✓ Exploring feelings of pleasure and social learning with video game use
- ✓ Reflecting on and debating issues concerning video games and youth violence

INTERACTIVE COMPONENTS:**1. Making Reality Judgments**

Children see excerpts of TV shows and place the shows on a "reality continuum" – explaining which cues in the video they use in judging the levels of realism. A "game show" type format where children are selected from the audience will be used.

2. Role-Playing Media Effects

Children are asked to take on the identity of different types of people in the society and as they perform their roles, we see how media violence affects young children, teens, adults, and grandparents from all walks of life.

3. Debate the Impact of Violent Video Games

Teams of children develop arguments to construct a public service announcement to warn young people not to get addicted to violent video games or to point out that such games are just harmless entertainment.

HIGH SCHOOL FOCUSTarget Grade 10th

60 - 90 minutes

(300 students)

THEMES: MAKING REALITY JUDGMENTS

- ✓ Identifying levels and types of "realism" in media fiction and non-fiction.
- ✓ Understanding the importance of making reality judgments.
- ✓ Recognizing the role of direct experience and media exposure in making reality judgments

THEMES: EFFECTS OF MEDIA VIOLENCE

- ✓ Gaining knowledge of the concepts of arousal, fear, desensitization, appetite
- ✓ Recognizing the qualities of fear, desensitization and arousal in self and others
- ✓ Reflection on the impact of media and violence on individuals and society

THEMES: THE MYTHS OF MEDIA VIOLENCE

- ✓ Identifying arguments that minimize or deflect concerns about violent entertainment
- ✓ Recognizing how the arguments are used in everyday life
- ✓ Rehearsing pro-active strategies for engaging in dialogue about media violence and its impact

THEMES: THE ECONOMICS OF VIOLENCE

- ✓ Gaining knowledge about the role of violence in film and TV industries, including concepts of target audience
- ✓ Analyzing how economic context shapes people's access to entertainment

INTERACTIVE COMPONENTS**1. Making Reality Judgments**

Children see excerpts of TV shows and place the shows on a "reality continuum" – explaining which cues in the video they use in judging the levels of realism. A "game show" type format where children are selected from the audience will be used.

2. Role Playing Media Effects

Children see excerpts of TV shows and place the shows on a "reality continuum" – explaining which cues in the video they use in judging the levels of realism. A "game show" type format where children are selected from the audience will be used.

3. Q & A on Media Myths

Students write questions that reflect the six myths about media violence. The questions are read aloud and responded to in a humorous skit-like performance.

4. Media Economics of Violence

Students watch a short video on the economics of sports violence – in hockey, basketball and football and identify the reason why violence attracts viewers and companies who benefit financially from media violence



FAX

From: Donald A. Baer
Senior Vice President,
Public Policy & Communications
Phone: 301-771-5849
Fax: 301-771-3962

7700 Wisconsin Avenue | Bethesda, MD, USA 20814-3579

PLEASE DELIVER THE FOLLOWING **6** PAGES TO:

NAME: John Podesta

FAX NUMBER: 202-456-1907

FROM: Linda Byrnes

DATE: 5/14/99

CONFIRMING PHONE: 301.771.5849

RE:

--

Article Release
May 10, 1999

Contact: Bill Scott
(512) 339-1646

Bruce — Must integrity work needs to be done when it comes to management skills of Bill & Al — Maybe you can help

Neelva

***Is There an Adult Problem-Solving Crisis in America?
If so, Is Youth Violence Far Behind?***

***By Bill Scott, BBA, M.Div., CRMT
Founder and President of Growth Adventures in Austin, TX***

What are the red flags indicating we have a problem-solving crisis of tremendous proportions in this country? Is there a relationship to the rise in violence?

One of our top criminal justice professionals comes on national television and talks about youth violence and what we can do to turn the tide. About mentoring and conflict resolution, she says, "We must know how to talk to the kids". I have been trying for four years to respond to a Criminal Justice Department solicitation for new research seeking new solutions to this objective in crime prevention:

- Development of methods that foster positive and constructive forms of behaviors, improving interaction between community, family and individual factors in promoting positive behavior.

With the criminal justice staff of Southern California waiting for me to get approval for a pilot program there, statements from the National Institute of Justice included, "Research has shown that efforts to assist youths at risk are more likely to be effective when they start early and provide forms of intervention based on an understanding of the developmental processes that influence the attitudes and behaviors of youth over time."

I have spent twelve years at my own expense, along with other professionals worldwide for 22 years, in providing tools out of the healthcare field to any person seeking to understand the developmental processes that influence the attitudes and behaviors of youth. This research might well be the only accurate tool for both assessing current status of a child's development and giving appropriate guidance for future development.

Even with appeals to President and Mrs. Clinton, Senators Hutchison and Gramm, Representative Doggett and every local political, educational and human service professional, I have been unable to get one presentation to demonstrate this unique resource that is now ready for national publication.

With President Clinton's form letters reading, "We must work together...My 1998 budget commits an unprecedented \$51 billion toward our goals", there is no response to my attempts to provide a new resource to greatly contribute to our youth's development, especially helpful to kids at risk.

With Al Gore responding, "I am confident you would be a great asset to our efforts..." there is no follow-up to communicate with other government leaders working on these objectives to even consider my request for a demonstration to the proper people.

With Hillary Clinton responding, "President Clinton is working to make the interests of children and their families a national priority", there is no attempt to get the Justice Department or Education Department to respond to my research and request to demonstrate to the right persons. There is evidently no communication on common objectives between the people whom we support with taxes in

Washington and the people whom we support with taxes in Texas. Sometimes it appears that we pay three and four times for the same services and tasks to be preformed. When I see so many candidates running on platforms for smaller and more efficient governments, I wonder where we see it when they get elected. Management skills that make our private sector so effective seem very hard to find in government many times. But there is so little communication between government and the private sector, except for fund-raising, that no one ever knows why the results we were expecting seldom appear and it all get just gets more expensive. There is some indication that Chambers of Commerce have seen this crisis and are making attempts to be more involved.

With Jeremy Travis in the Justice Department writing on March 13, 1997, "I encourage you to submit your grant application to our '97-'98 Research Plan, which will be released soon", there was never a release, at least to me, and no response to my many inquires to this date.

The only response I have had to these attempts with the Justice Department came from Senator Gramm's Office when I asked him to review my file with the Justice Department. His staff responded, "We do not want to offend Janet Reno."

There are many more attempts at the local Texas level with the Governor replying that budget and staff downsizing prevent any new considerations to the appeals he is making publicly. His platform ran strong on improving education and bringing less government and lower taxes by requiring responsibility and accountability to government. His own department would not assist him with this request when asked to do so. When he saw the application of my research to his campaign for teaching children to read, he asked the Department of Human Services and the Texas Education Agency to see me and they would not.

The Lt. Governor says a good start in our school crisis is stopping social promotions but we are going further. We are providing new resources for teachers. When asked what these new resources are, he could not reply.

One very valuable resource that should be training every social worker and counselor in our schools has been available all this time. The effective assessment of how the child learns, relates, communicates, achieves and experiences life has been a 7-hour continuing education course for Texas Social Workers and Licensed Professional Counselors for over two years. It is a required course for one of our national nursing degrees to teach effective communicating and relating when serving the patient. It is unique research from the healthcare field that speaks uniquely to the youth and family crises of our day most effectively. I have found nothing to compare. My twelve years have been spent further validating the information and adapting it for use in education, counseling and parenting. The U. S. Department of Education finally recognized its potential and sent me forms to submit for consideration for the above purposes. If my experience is like that with the Justice Department, I might never hear again.

This valuable resource is not available to education, juvenile justice or families because we have a problem-solving crisis in decision-making in this country. Let us look at this carefully because I feel that most if not all of our youth problems could well begin with adult problems, many of whom are elected "leaders" locally and nationally.

What is this crisis?

- I. Most people with problem-solving responsibility tend to rally those on task forces to solve problems who have been in their positions when the problems became severe in the first place. "If

it is not working, look for new alternative solutions” does not get a hearing from most leaders. So we call another meeting with the same people and do further analysis.

2. “Elected and appointed public servants” hire the best executive assistants possible to protect them from the electorate. More progress is stopped in our country with form letters from an assistant that avoids issues and seeks to retain the loyalty of the electorate for the next election. The best solutions will never be found when we keep doing what we have always done (except with more funding) and continue to get the same results. Our crisis in leadership in many positions in this country creates a problem in problem solving! When other motives for “service” take precedence over truth and the solving of problems, we have many of the results we have today in our society.
3. Public office for too many has come to be about power, money, legacy and/or special interest groups. Our representative from this district in Washington has been asked for four years to help with this communication in Washington. He has never even responded to mail, e-mail or phone calls when asked to do so. Is it only Texas where the crisis in leadership has produced a crisis in problem solving? Many of our local representatives have come to be caught up in this same pattern. Administratively, they often seem exceptionally competent. Maybe problem-solving should be delegated to another position! But part of good management is recognizing this and delegating. Campaigns always indicate exceptional problem-solving skills. The public is numbed by rhetoric so often, wanting to believe the best of the candidates. And some are very worthy of such trust. But when the National Science Foundation is commissioned to do a study on why so many in America distrust politicians, I think there must be a widespread problem.

The purpose of this article is to explore the possibility that we have the serious problem of violence, promiscuous sex and other traumas facing our youth because of the problem-solving crisis with adults.

Let us consider how the mind works when problem-solving skills are in evidence.

Problem-solvers know the difference between inductive and deductive reasoning and choose balance.

- 1) Inductive reasoning is seen when the media or adult takes one event and generalizes to the nation. One child kills thus all children kill, etc.
- 2) Deductive reasoning is seen when the accumulations of events are sizeable enough to deduct that we have a trend and not just a fad. Fifty kids are killing in forty different events over a week’s period. The rate of all violence is increasing at a rate of 15% annually. Therefore, we deduct that we have a problem at which we must look for some generalized conclusions.

A problem-solver knows the difference between linear and conceptual thinking and choose balance.

- 1) Linear thinking is the way we are taught in most school and church classes. We learn chapter one, then two, then three, etc. We are tested and the degree to which we give back the information correctly is the degree to which our grades are good. In my graduate studies, the school decided what was truth. When I had another view, I knew how to give back what was expected and consequently got good grades.
- 2) Conceptual thinking is seen when we progress from “teaching” linear content to “learning” what the content means in relation to all other content. When we are continually open to new possibilities that will change, modify, add to, or confirm previous content and we see how one fact affects all other facts, we are learning to learn, using conceptual thinking. It is because most of my students come out of a linear thinking background that they have difficulty with my courses. The

formations in the iris of the eyes, while defining the uniqueness of the way a person experiences life, defines how each trait that makes up our lives affects the degree to which we have developed other traits, thus giving an accurate assessment of the individual. Students who have not learned how to think conceptually, want each fact to stand alone and they get very frustrated.

When one chooses linear thinking only, related to primarily excessive left brain development, one tends to be great at analysis but the analysis is limited to what he has learned linearly. One can become very obsessed with being “right” in contrast to others and thus not open to new information that might change or modify his previous conclusions. Listening with a real desire to hear and learn from someone with a different viewpoint is quite difficult. “Doing what we have always done expecting different results when there is no evidence” is a common experience.

When Larry King or other media hosts seek the best representatives from the “left” and the “right” to appear on their shows, it is assumed that our best conclusions come from comparing opposite viewpoints. I also think they are required to do so by law. When we identify with one and cannot hear the other, we are linear thinkers. 1700 religious organizations in this country with few if any knowing the members of the others in any depth is a good illustration of what linear thinking has done to religion in this country. This dominant left brain development is the developmental choice for about 80% of our American population according to our research. In my book, “Your Life’s Surprise in the Iris of Your Eyes”, I deal with this extensively.

When one has balanced his learning style to include both linear and conceptual thinking, including right brain activity, one tends to include the process in relating, the process in communicating, the process in learning. One tends to honor the uniqueness in all others and respects the differences of opinion and is able to relate without his/her agenda causing separation, isolation, prejudice or negative judgments. I achieve my chosen goals and I am just as interested in helping you achieve yours with neither of us compromising our values. Working with others for a consensus solution is possible without stress.

When one is totally conceptual or right brain, there is seldom any completion to the process and there is great difficulty with implementation. Before one alternative can be fully pursued there is distraction by many other alternatives. Having a great need to be liked by all involved, the “process” often never ends. To choose balance for oneself and to practice balance with others is the key.

This unique journey for each of us is in the iris of our eyes. Every social worker and counselor knowing how to work with this information while working with teachers and parents would go a long way in addressing these problems of violence and other social dysfunctions in our youth. This is why there is such a mystery on my part when the appeals for help are made publicly by our “leaders” and when one tries to respond, there is no one to listen!

Effective problem-solving in this country probably will not be achieved until this balance is demonstrated by those charged with problem solving in serving our country, not the least of those being served are our children.

Our research accurately assesses where youth and adults are in this process and enables parents, teachers, and others to demonstrate these abilities in their own lives and to guide others to balance so that all can become good problem-solvers. Until as leaders we become committed to empowering others, to unleashing the potential in the masses, our country will have serious problems.

“All men are created equal with certain inalienable rights to life, liberty and the pursuit of happiness”.

Could it be that when we choose only a linear, left brain, controlling pattern of influencing others and solving problems that we will be involved in the enslaving of others. Could it be that Jerry Spence's observations that we are the new American slaves could be correct because our leadership all too often has not realized or practiced its God-given potential for balance? Could it be that out-of-balance religion and education suffers as much as politics when it is out of balance?

Is there a problem-solving crisis in America today that just might have real implications for the rise in violence in our country? Many of us think so.

We need to learn how to listen to our leaders as they express in the news. Let us look at some recent statements requiring some response for solutions. Can you apply what we have been discussing?

"From age 1-3 children best learn rewards and punishment". Janet Reno's solution to crime prevention begins here. There is no reference to "how to do this" nor what else might be helpful, at least in that one interview.

"Values and morals are so politicized that it is hard to communicate common, civic and moral values for a diverse society". National Public Radio.

"Adults must build closer relationships with children if they are to influence them". Hernandez, Harvard School of Education. (Our research provides the tools for this to become a reality.)

"We are in a destructive pattern in a consumer-driven society. Those delivering to the minds of youth are responsible". National Public Radio.

"Boys are masking pain and sadness. They express in violence. They cry in bullets. Boys are rejected and hurt. They join groups, take their vengeance out on the world. They can kill or commit suicide out of these experiences with life.". Dr. Pollack in "Real Boys".

"With our social problems we just might discover 'It is not the economy, Stupid'". CNN commentator. (Is the idea that there might be something in addition to economics that makes life worth living and might even take precedence?)

"I want to put education back in the hands of parents". Christy Todd Whitman, Governor of New Jersey when asked why she wants to run for the Senate.

Until we strive for balance in solving these problems, recognizing what has not worked and being open to new alternatives, we will be slow to progress. Until we can demonstrate that to lead is to serve, knowing the difference between linear and conceptual thinking, between inductive and deductive reasoning and choosing balance, we just might be modeling for our youth such contradictions that for many, violence will be their expressions. (Our research provides these tools to go from the ideal to the real with these issues. We can now go from the "should" to the practical tools to do so.)

And...there is hopeful news today out of Washington. President Clinton has instructed that we locate people at the grass roots who have new alternatives and see what they have to contribute to the Task Force on Violence! I have been responding to these solicitations for many years with no response. Let us continue to be optimistic that the events of present days will bring this to pass! What greater memorial to those who have lost their lives and to those who have a future!

Growth Adventures

A Bill Scott Enterprise

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May 1, 1999

President's Task Force for Violence
1600 Pennsylvania Ave.
Washington, D.C. 20500

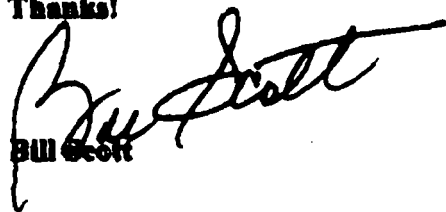
Dear Sir:

There will be no easy answers to these questions of violence. Our societal development has been much more concerned about personal freedom than personal responsibility. Combine this over generations and you have a complex set of choices focusing again in another newborn. That journey is registered in the iris of the eyes.

I challenge you to review the enclosed materials and read my attempts to be helpful at the local level with this problem. Without changing the attitudes of people in leadership in many areas of our societal life, there will be no consideration of the best solutions for health rather than illness in individuals. We are a mentally ill, materialistic society and few want to face it. It just might take the crises of the present moment to wake us up.

I challenge you to consider every social worker and counselor in our schools being trained in the research I am sending you. Please take time to review the materials with an open mind, knowing that we must do something different than what we have been doing if much progress will be made. I would love to make a presentation to the right people. I would be very convincing after twelve years of living with this information and now getting it ready for publication. We now have the tools to work at causes for dysfunctional behaviors with anyone working in child development, including parents.

Thanks!


Bill Scott

Bruce,

Here is the information on the Children's Charter on Electronic Media that you discussed with Loretta. It primarily focuses on television. Please take a look at it to see if it might fit into the June 1st event.

Thanks,
Ann Hertelendy

the children's charter ON electronic media

- Violence for the sake of violence or violence to solve conflict should not be promoted.
- Children of all ages should have programs created just for them, and the programs should be on at times when children can watch them.
- All children should be treated equally on television. This includes ages, races, disabilities and abilities, and all physical appearances.
- ⊗ Children's programs should be fun, entertaining, educational, interactive, and should help them to develop physically and mentally.
- Children's television should discourage using drugs, cigarettes, and alcohol.
- Children's programs should be honest and real. Children need to know the truth about what is going on in the world.
- Children's opinions about television and radio should be listened to and respected.
- ⊗ Children should be consulted and involved in the production of programs for children. Sometimes children can help make the programs.
- Children should have programming that includes music, sports, drama, documentaries, news and comedy.
- Children should have programs from their own country as well as programs from other countries.
- Children should be able to watch shows without commercials during the programs.
- ⊗ Children's television should have presenters that respect children and don't talk down to them.
- Television producers need to make sure that all children, including children who have difficulty seeing and hearing, are able to see and hear all of the programs for children. Programs should be translated into the language of the country in which it is seen.
- All children should be able to hear and see their own language and culture on television.
- Every broadcast organization should have children advising them about children's programs, issues and rights in television.

i promise to do my best to follow this charter.

Signature/Name: _____

Title: _____

Organization: _____

Address: _____

National Tour Sponsored by:



Cable in the Classroom News

<http://www.elcable.com>

NOTEBOOK

Welcome Aboard!

Cable in the Classroom welcomes the following members: Cedar Communications of Lakewood, Wash.; Get Real Cable LLC of Blackwell, Okla.; HBCI of Winona, Minn.; and Triax Communications of Denver, Colo.

Conference Call

Stop by the Cable in the Classroom booth if you're attending these conferences:

American Association of School Administrators
New Orleans, La.
February 19-22

National Association of Secondary School Principals
New Orleans, La.
February 26-March 2

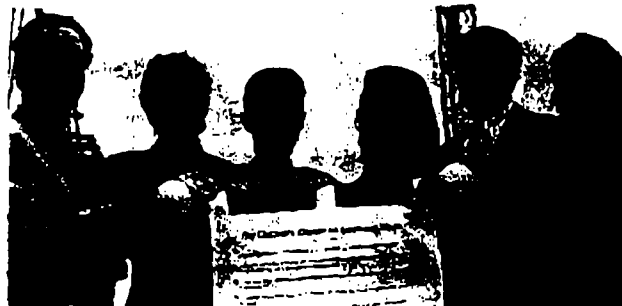
Cablevision's Media Activity Kits

Cablevision Systems Corporation has launched its Young Communicators on Assignment initiative to help middle- and high-school youths understand mass media. A series of free activity kits—each with a curriculum guide and short video—teaches kids about different aspects of the media. Currently, there are kits available on editorial writing and news reporting. Cablevision is also sponsoring a relayed contest for youths within its service areas. If you live in a Cablevision service area and would like to receive an activity kit, call 1-800-522-5191. For information on the Young Communicators' Competition, visit Cablevision's Web site (<http://www.cablevision.com>).

Children's Charter Gains Cable's Support

When 12-year-old Megan Kiernan and 11-year-old Erin May helped create the Children's Charter on Electronic Media, they had no idea their work would have such a lasting effect. During a seminar at last year's Second World Summit on Television for Children in London, the two girls worked with other kids from around the globe to write the charter: a bill of rights for quality children's TV. The 15-point document advocates that, among other things, kids' TV programming should involve children in the production process; discourage use of drugs, cigarettes, and alcohol; and not contain violence as a means to solve conflict. WAMI is sponsoring the girls on a year-long national tour to urge the television industry to work together to raise the caliber of children's TV programming.

Cable in the Classroom joins many others in the cable industry in supporting the charter. At press time, companies that have signed the document include America's Health Network, Brennan



Children's Charter authors Megan Kiernan (center, left) and Erin May (center, right) along with WAMI and Time Warner Cable executives.

Communications, Cable in the Classroom, Cartoon Network, Century Communications, Cox Communications, Discovery Communications, Disney Channel, Harron Communications, Helicon Corp., Knowledge TV, Nickelodeon, Ovation, PrimeStar, Showtime Network, TCI, Time Warner Cable, Turner Classic Movies, WAMI, and The Weather Channel. "I want adults to do all that they can to improve children's television," says Kiernan. "I feel we really are getting somewhere and, slowly, we are making a difference."

Global TV

Thanks to Falcon Cable TV, students in the greater Los Angeles area recently compared TV viewing habits with kids in other countries while also strengthening their reading, writing, social studies, and math skills. Nearly 900 third-graders from seven schools participated in the three-month project that was sponsored by Falcon and conducted with the Museum of Television & Radio in Beverly Hills, Calif. First, teachers gave museum educators input on ways the program could fulfill classroom curriculum requirements. Then, students in California and more than a dozen other countries filled out surveys. The U.S. students also interviewed family members about their international connections. At the museum, students viewed and discussed children's TV programs from around the world, participated in an art project, and listened as a storyteller shared folktales from many cultures. Finally, the third-graders and their families were invited to visit the museum for its International Children's Television Festival, during which the results of the global classroom TV survey exchange were displayed.

Tough News Topics

It's a hard decision: should uncomfortable issues in the news be discussed in the classroom? According to a national phone survey conducted last September with 300 children (ages 8 to 14) and their parents, when asked to name a recent news story, six in ten kids cited the Clinton/Lewinsky story, and 90 percent of those had heard about it on TV. In addition, The National Research Group, Inc., which conducted the survey for Nickelodeon, found that more than a third of the kids surveyed said that their teachers had talked about it in class. "When you talk about these issues—Clinton and Lewinsky, the OJ trial, the Oklahoma City bombing," says journalist Linda Ellerbee, who hosted a *Nick News: Special Edition* program on the Clinton crisis, "you are acknowledging children's intelligence and letting them know you respect their opinions. You also get the opportunity to let them know your thoughts, values, and morals. These are all good things."

—Diana Dawson contributed to this story.

Meg Kiernan

The Children's Charter

After attending a world summit on television, a group of children and adults created a charter of what children's television should be.

What do kids do when we get home from school? What do we do when it's rainy and we can't go outside? For most of us, it isn't homework. We watch television. And a lot of it. We are greatly influenced by television. And that is why I think children's television should be of high quality.

What Children's Television Should Be

Last January, Midge Pierce, the vice-president of WAM!, a noncommercial cable network, nominated me to serve as a junior delegate at the Second World Summit on Television for Children. Five hundred adult delegates and 31 junior delegates attended the summit, held in London in March 1998. The junior delegates taught seminars to the adults about what they thought children's television should be, and we created a children's charter, or bill of rights, for children's television. We decided that to make a difference in children's television, the charter needed to include the following things about what children's programming should be.

1. *Respectful.* TV hosts and anchors all over the world often treat kids as if we are stupid. Kids want hosts who really like kids and who respect our opinions and appreciate our intelligence. We don't like hosts and anchors who talk down to us.

2. *Honest and real.* Kids trust TV to tell them the truth. We also want programs that tell us what we need to know. Children need to know what is happening in our communities, our countries, and the world. Kids like shows to be factual but not boring; children's television should be entertaining, educational, and stimulating.

3. *Nonviolent.* The delegates pointed out that many programs promote violence for the sake of violence or use violence to solve conflicts. Although we felt that violence is not acceptable, we also recognized the difference between violence and action. Kids like programs that are exciting, but not ones with gratuitous violence. For example, the Power Rangers are not OK because whenever there is a conflict with someone else, they beat up that person instead of working out a nonviolent solution.

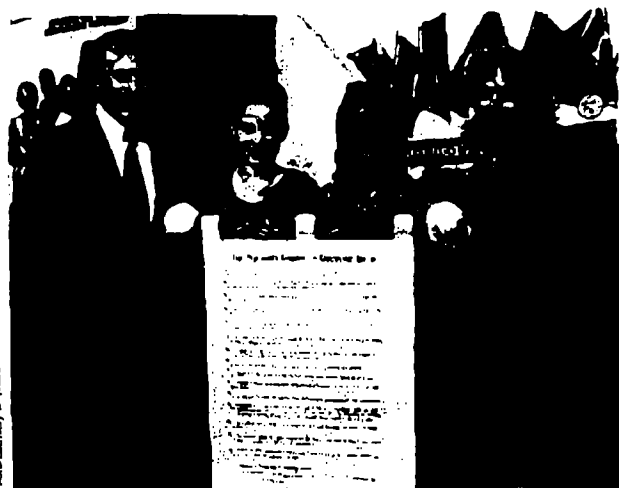


Photo courtesy of WAM!

Meg Kiernan and Erin May (2nd and 3rd from left) display a copy of the Children's Charter with representatives from Time Warner Cable of New York City.

4. *Inclusive.* None of us understood why on television the kids with glasses are always nerds, the fat kids are never popular, and, maybe most important, the disabled kids are never the stars. Two junior delegates with disabilities, Abigail and Tina, helped the rest of us understand what it is like to be a kid with a disability watching TV. Often they feel left out when kids talk about TV shows at school. Kids need to see ourselves on television—our backgrounds, races, skin colors, and religions. And we need our cultures portrayed correctly.

The delegates also thought that kids should be involved in the production of children's shows. Kids watch the shows, and we know what other kids like. As the adults at the summit said, it makes good business sense to listen to your audience. The delegates thought adults could put kids on an advisory panel or a board or just ask kids our opinions in a poll.

The Wave of the Future

Television will always be a great influence in children's lives. Children get a lot of their ideas about the world from TV, so what we see on TV is important. Kids are the future world leaders. Think about how important it is to shape the ideas of the leaders of the future. Make a difference in children's television by reading and signing our charter, asking your friends who work in television to sign it, or presenting it to the TV stations in your city. The future leaders of the world need your help! ■

Author's note: For more information about the Children's Charter, please contact WAM! at Encore Media Group, 5445 DTC Parkway, Ste. 600, Englewood, CO 80111 (e-mail: wam@encoremedia.com).

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Meg Kiernan is a 7th grade student at Campus Middle School. She can be reached at 4970 S. Beeler St., Englewood, CO 80111 (e-mail: Angel27961@aol.com).



For Immediate Release

WAM! SPONSORS NATIONAL TOUR OF *THE CHILDREN'S CHARTER ON ELECTRONIC MEDIA*

WAM! challenges the cable industry to raise the caliber of children's TV

Englewood, CO – October 27, 1998 Encore Media Group LLC's ("EMG") WAM! America's Kidz Network ("WAM!") is sponsoring 12-year-olds Erin May and Megan Kiernan on a year-long national tour with *The Children's Charter On Electronic Media* ("The Charter"). The Charter's mission is to urge the cable, satellite and broadcast industries to work together to raise the caliber of children's television.

The Charter, essentially a kids' bill of rights for quality television, was written by kids from around the world at the Second World Summit of Television for Children in London this past March 1998. It received the Summit's official blessing on March 13 from the thousand plus attendees at the closing day general session. As United States delegates to the Summit, Erin and Megan were instrumental in *The Charter's* creation. To honor their efforts, WAM! recently designated them WAM!Bassadors for the duration of the tour.

John J. Sie, chairman and CEO of EMG and Midge Pierce, vice president of programming for WAM! became the first programmers to sign *The Charter*, doing so this past July. At a September 15 signing ceremony, Barry Rosenblum, president of Time Warner Cable of New York City became the first cable operator to commit to supporting *The Charter*. Following the Time Warner Cable ceremony, Erin and Megan made a presentation to the Cable in the Classroom board and secured written commitments from Leo Hindery, TCI; Jim Robbins, Cox; Michael Bresnan, Bresnan Communications; Ben Gallagher, Century Communications and others.

The Charter complements WAM!'s mission to harness the power of television to provide a world full of knowledge and a world full of fun. Sie and Pierce enthusiastically agreed to support Erin and Megan's efforts, while also offering a personal challenge to the cable industry to work together on behalf of our children.

"I think that we are all in agreement that high-quality children's programming is vital," said Sie. "A good educational foundation for our children is key to an economically-competitive and culturally-enlightened society as we head into the next millennium. We must all work together to make a positive contribution to our children, America's future. That's why WAM! is fully committed to supporting *The Charter*."

"For the well being of our children, it is critical that the industry listen carefully to what kids are saying they want to see," said Pierce. "We need to offer less eye candy and more brain food."

Encore Media Group LLC's ("EMG") WAM! is the only commercial-free children's channel dedicated to providing kid-friendly, socially-responsible programming 24-hours a day for adolescents 8 to 16-years old. The network provides 60 hours a week of supplemental education, after school and weekend book-based dramas, sports and adventure that promote problem-solving and consensus values, plus art, culture, music and movies that inspire and motivate. The WAM! Mind Zone, After School OH! Zone and Weekend End Zone feature honor-roll students as hosts. The WAM! Kids also introduce WAM! At The Movies, classic family movies offered every Sunday afternoon.

EMG is the largest provider of cable and satellite-delivered premium movie networks in the United States, currently counting more than 40 million pay units through its ownership of 11 domestic networks.

CONTACT: Marc C. McCarthy
WAM! America's Kidz Network
303/267-5851

10. 11111 01111111
WAM! TV

From: May

Erin May Biography

Erin May is 12 years old. She is in 6th grade at Kyffin Elementary School, in Jefferson County, Colorado, where she is a straight A student. Erin recently won first place in the state-wide media literacy essay contest sponsored by the Public Broadcasting Station and Prime Time Today, writing on the topic "Can the Media Change the Way I View Myself and Others?" Erin's poetry has also been published in the Anthology of Poetry for Young Writers, and in Acorn. Other awards that Erin has received are: a Martin Luther King Jr. award, the Edward R. Murrow award from News for Kids, track and field medals, and a math award.

Erin was a reporter for the television show "News for Kids", and has performed in professional theater, including: "Christmas Carol" with the Denver Center Theater, "Garbage Stew" an environmental awareness play for kids through the Denver Children's Museum, and "Homes of Our Own" an educational video on home building. Erin has also performed with Colorado Ballet Company in "The Nutcracker", and "A Midsummer Night's Dream". Last year Erin attended the 2nd World Summit on Television for Children held in London, England, where children from around the world shared their thoughts on the negatives and positives of children's television.

Erin enjoys writing, reading, ballet, acting, and track and field.

04/30/1999 08:57

303-779-6703

BRENNARY PRODUCTIONS

PAGE 02

Meg Kiernan

4670 South Becker Street
Englewood, Colorado 80111
(303) 740-8807
Fax: (303) 779-6703
E-mail: ANGEL27981

Age: 12 years old

Academic:

7th grade, Campus Middle School, Englewood, CO (1,500 students)
Honor Student taking Advanced Math, G.P.A 3.57
99% composite on Iowa Basic Skills Tests

School Experiences:

Acting

Role - Female lead in school play, Maid Marian in "Robin Hood," 7th grade
Role - Chorus, "The Nifty Fifties," 6th grade

Choir (throughout Elementary and Middle School)

Mixed Choir and Girl's Choir, 7th grade
Both top ranked choirs in state competition

Art

School Art work selected for three art shows: Tamarac, Cherry Creek
and Curtis Park

All School Student Council

Head, Community Service Committee 7th grade

Responsibilities: include helping run a school wide campaign to
collect money to feed poor children "Quarters for Kids"

School Climate Committee, 6th grade

Responsibilities: helping to improve the mental climate of school

Teacher Appreciation Committee, 6th grade

Responsibilities: helping to create special events and projects to
show appreciation for teachers and staff

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PAGE 83

Meg Kiernan (continued)**Awards, Honors and Outside School Experiences:****Television:**

Nominated for a Heartland Emmy her for story, "A Goodbye Party for James" on News For Kids (NFK) a nationally syndicated television magazine for kids; four years television experience on NFK as Science Kid and Artist for Show and web page

Public Speaking:

Junior Delegate to the Second World Summit on Children's Programming in London, England
Worked with other children from around the world to write a charter for electronic media which has been signed by major cable companies and professionals in broadcasting and cable; continues to work to improve television and make it less violent

"WAMIbassador"

Chosen by WAMI, a cable network for children to be one of their "WAMIbassadors," children who are having an impact on the world. As a "WAMIbassador," continues to speak on behalf of The Children's Charter For Electronic Media, appearing on national cable television shows and meeting with national cable executives, and national organizations to help improve children's television

Speaker. Kids Who Make A Difference

One of 11 kids chosen to represent the 38,000 students in the Cherry Creek School district to speak to a district wide meeting of 5,000 school teachers and staff

Co-Emcee, for The Children's Museum Gala (500 people)

Published:

"The Children's Charter," Educational Leadership, non-fiction article

Art Awards and Recognitions:

"Cats and Little Houses", First art work sold, age 6

"A Bowl For Miss Kelley," Honorable Mention, Cherry Creek Arts Festival,

Children's Charter Signers

John Sic
Chairman & CEO
Encore Media Group

Leo J. Hindery, Jr.
President
Tele-Communications, Inc.

Robert Miron
President
Advance Newhouse Communications

Thomas Karsch
General Manager
Turner Classic Movies

Herb Scannell
President
Nickelodeon

Michael Bresnan
Sr. Vice President-Domestic Div.
Bresnan Communications

Bonnie Hathaway
Director-Corporate Community Relations
Time Warner Cable

Jim Robbins
President & CEO
Cox Communications

Derk Tenzythoff
Vice President-Programming Services
United Video Satellite Group

Judith McHale
President & COO
Discovery Communications

Betty Cohen
President
Cartoon Network

Jim Higgins
Exec. VP, Distribution & Affiliate Affairs
America's Health Network

Gregory T. Willis
Sr. Vice President
The Box Worldwide

Anthony Aiello
Vice President-Sales & Marketing
Knowledge TV

Charlie Nooney
Sr. Vice President-Sales
The Disney Channel

Mark Greenberg
Regional Vice President
Showtime Network

Gregory A. Kriser
COO & Executive Vice President
Helicon Corp.

Dan O'Brien
President
Primestar

Harold Morse
President & CEO
OVATION

Diane Miron
CTC Coordinator
Time Warner Cable

Linda Stuchell
Vice President of Programming
Harron Communications

Barry Rosenblum
President
Time Warner Cable of New York City

Bernard Gallagher
President
Century Communications Corp.

Carlos Cabezas
Sr. District Executive
Boy Scouts of America, Greater New York

William Giorgio
Vice President, Sales & Marketing
Encore Media Group

Megan R. Hookey
Managing Director
Cable in the Classroom

Debora J. Wilson
Executive Vice President
The Weather Channel

Stephen Crosby
Publisher
Cable in the Classroom Magazine

Joan Scott
Education Showcase

W
PRODUCTIONS
BRUCE REED
JRS (THOMPSON) BURNETT
involved in 1921 '96
campaign: medical
organization
Iris J. Burnett
1915 North Upton Street
Arlington, Virginia 2220
(703) 527-2388
FAX: (703) 527-3510
Very interested in helping on this effort. Pro.

→ **BRUCE REED**

from Sandy

Neera

May 25, 1999

Neena

MEMORANDUM

TO: BRUCE REED

FROM: ANN LEWIS

RE: FORWARDED SUGGESTIONS ABOUT SCHOOL VIOLENCE

I am forwarding Ms. Sweet's letter to the President to you. She is proposing early childhood parenting techniques as a positive way to influence the behavior of children.



The Parent Kit Corporation

Ms. Ann Lewis
Director of Communications
Assistant to President Clinton
The White House
1600 Pennsylvania Avenue NW
Washington, D.C.
20500

May 17, 1999

Dear Ms. Lewis,

My telephone inquiries to The White House today directed me to you as the most appropriate person to forward the enclosed correspondence to President Clinton. The enclosed material is being addressed directly to President Clinton given the current national focus on the Columbine tragedy and the deliberate attention and sense of urgency by senior White House officials to identify potential solutions that can positively impact the future behavior of our nation's children.

In advance, thank you very much for forwarding the enclosed materials to President Clinton (and, as appropriate, to Mrs. Clinton, Vice President Gore, Mrs. Gore, and other governmental staff). If at all possible, a confirmation call or fax from your office would be greatly appreciated so I will know how to most appropriately follow-up.

Sincerely,

Jane S. Sweet
Executive Vice President
Business Development
U. S. Health Care Sector

444 San Antonio Road
Suite 12-B, Palo Alto
CA, 94306
Tel. (650) 858-0488
Fax (650) 858-1838
e-mail. JaneSweet@aol.com

Jane S. Sweet
Executive Vice President
Business Development
Health Care Sector



The Parent Kit Corporation

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Tel. (650) 858-0488
Fax (650) 858-1838
e-mail. JaneSweet@aol.com

Jane S. Sweet
Executive Vice President
Business Development
Health Care Sector



The Parent Kit Corporation



The Parent Kit Corporation

President William Jefferson Clinton
The White House
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

May 17, 1999

Dear President Clinton,

The purpose of this correspondence is to propose at least one viable and immediately available solution related to child behavior and parenting issues raised by the recent tragedy in Littleton, Colorado. The solution being proposed will: 1) offer a comprehensive resource for parents that will help build an early, positive behavioral foundation for children and 2) instill a sense of confidence and enduring responsibility in parents early on in the parent-child relationship. Although the agenda of the 5/10/99 White House Summit on Youth urgently focused on curbs on violence in the media and Internet access issues, a definitive answer to the following question should also be sought: Can proactive and early parenting techniques positively affect the developmental and social behavior of children later in life?

The Rationale

Key research studies by organizations such as the Carnegie Corporation of New York, RAND, The California Research Bureau, and The California Center for Health Improvement have shown that:

- A child's experiences in the first years of life have a profound impact on the child's education, social, and economic future.
- A child's brain grows to approximately 90 percent of its adult size in the first three years of life.
- The brain growth and development during this period will largely determine how well he or she will perform in school and later on in life.
- In California as an example, one-third of parents believe that they were unprepared for parenthood and only half of parents understand that the most important developmental years for a child are from birth to age three.

An Immediate Solution

I am enclosing information about **The Parent Kit™** (Newborn to Age Three) a comprehensive self-directed parenting course which was developed around recent scientific research supporting early brain development potential in babies and the importance of positive parenting techniques on social and emotional behavior of children as they grow. **The Parent Kit** was developed by the International Advisory Board on Parenting which includes some of the world's most renowned parenting experts (Dr. Penelope Leach, Dr. William and Martha Sears, and Dr. Otto Weininger) and has been reviewed and received critical acclaim by both Lamaze International, the world's acknowledged leader in prenatal education, and The Canadian Institute of Child Health. **The Parent Kit** clearly fulfills the benefits of early and proactive parenting initiatives, including delivery of specific parenting techniques and resources which can help to provide potential positive effects on a child's developmental path and social behavior later in life. The enclosed information fully describes **The Parent Kit**.

The amount of information and resources for new parents with new babies is staggering, yet the delivery of that material to new parents is variable and highly uncertain. Quite frankly, many parents receive more instruction when buying a new appliance than they do when they're thrust into the responsibility of parenting a new baby. At a time that is joyous, confusing, and extremely hectic, new parents often don't know where to turn for reliable and accessible parenting information. As opposed to the enormous amount of parenting information which simply "informs", **The Parent Kit** can actually modify behavior. **The Parent Kit** provides a comprehensive set of materials which can be easily accessed in the home and can help to answer a number of questions:

1. How can you provide the best environment and care to enhance your baby's learning opportunities?
2. What steps can you take to create a happy, life-long bond with your new baby?
3. How can you help your baby to develop healthy social and emotional skills?
4. What can you do now to avoid discipline problems later?
5. How do you accurately assess your baby's growth and development?
6. How can you baby-proof your home?
7. How can you create a truly effective parenting team, even if you're a single parent?

Current Activities

The Parent Kit is a currently being introduced in the United States as a "new standard" in parenting techniques and resources, with efforts being undertaken toward expectant and new parents directly and through partnerships with health care providers, employers, biopharmaceutical companies, and governmental and parenting institutions. Initially launched in Canada, **The Parent Kit** has recently received endorsement and support of governmental authorities there (Canadian press release and Canadian Institute of Child Health letter enclosed). Similarly in the U.S., we are negotiating the layers of various governmental institutions and pursuing a number of collaborations with different states, including the California Children and Families Initiative. **The Parent Kit** has recently been reviewed by senior government levels of The Maryland Department of Health who expressed interest in placing a substantial quantity of kits (based upon annual birth rate data) to new parents if they could find funding. Similarly, it would seem logical that all of our states would find availability of **The Parent Kit** especially useful at this point in time (particularly the State of Colorado given recent events). Many states are beginning to undertake admirable parenting and child development initiatives at the state government level, however many state and local efforts are quite variable or almost non-existent at a time when they should be fully prioritized and more adequately funded at the national level. We are also in the process of preparing a package for Secretary Donna Shalala at the Department of Health and Human Resources for consideration of the points addressed in this letter.

Supplemental Support

In addition to the availability of **The Parent Kit**, the following additional endeavors are being pursued:

1. Utilizing members of its International Advisory Board on Parenting (Dr. Penelope Leach, Dr. and Mrs. William Sears, and Dr. Otto Weininger), The Parent Kit Corporation is in the process of producing an instructional video program about parenting and the unique features and benefits of **The Parent Kit**.
2. The Parent Kit Corporation is in the process of adapting the content of **The Parent Kit** into suitable curriculum for an eventual nationwide rollout of Parent School™, a new standardized approach to parenting education which will provide training for parenting educators and course content for delivery to new parents in group settings nationwide at the health care plan, community, and employer levels. Future plans of The Parent Kit Corporation include the development of **The Parent Kit** for subsequent child age groups through the adolescent years.
3. In collaboration with medical academic, health plan, and biopharmaceutical organizations, we are pursuing potential development of a broad-scale, well-designed clinical outcomes study to provide solid clinical evidence of the benefits of early and proactive parenting approaches on the developmental behavior of children and to support the premise that early, formalized parenting interventions can make a difference in the social and emotional behavior of children. **The Parent Kit** is a complete and self-contained parenting educational resource that can be easily adapted into measurable clinical and behavioral endpoints.
4. The Parent Kit Corporation is pursuing consensus development of standardized parenting guidelines and algorithms for good parenting practices (including the appropriate incorporation of **The Parent Kit**) through biopharmaceutical, managed care, employer coalition, academic, and governmental agency partnerships.

A Call For Action

The following is being proposed for immediate consideration:

1. **The Parent Kit** is an immediately available solution to address the issue of an early parenting intervention that can create outstanding visibility and positive support for "the parenting element" of The White House and related national efforts post-Littleton. Parenting solutions can work in tandem with ongoing national efforts directed at curbing violence.
2. As a government-endorsed resource for new parents with new babies (newborn to age three), **The Parent Kit** can be made easily accessible on a widespread, national basis at the federal, state, and local levels (including the military). **The Parent Kit** represents a "new standard" in parenting resources and would certainly be an appropriate component as "standard issue" to new parents. We would like to make suitable quantities of **The Parent Kit** available for immediate dissemination through a federal government initiative that would make resources available for programs that could be uniformly implemented at the individual state level.

3. By incorporating **The Parent Kit** into parenting outcomes studies that can be done in collaboration with the National Institute of Health (and perhaps AHCPR), the nation can work toward producing solid clinical outcomes to evidence the positive effect on a child's emotional and social behavior later in life through early and positive parenting when supported by a formalized, standardized parenting approach.

The Summary

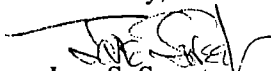
In conclusion, The Parent Kit Corporation is anxious to discuss potential opportunities to work with the federal government on behalf of:

- 1) Providing **The Parent Kit** as a definitive solution for parents that can positively affect the ultimate social and emotional behavior of growing children;
- 2) Fulfilling the goal to avail and provide new parents with new babies easy access to **The Parent Kit** and future related parenting educational programs and resources especially in the most critical early years of a life;
- 3) Positioning **The Parent Kit** as a proactive government initiative to help provide the foundation to strengthen the relationship and bond between parents and growing children and to minimize the current preponderance of "disconnected" children that may become predisposed to violence; and
- 4) Incorporating **The Parent Kit** into meaningful parenting outcomes studies and parenting practice guidelines that will yield solid evidence for the role of positive parenting especially in the earliest years of life.

In the national spirit of trying to provide solutions "post Columbine", **The Parent Kit** (backed by scientific evidence and developed by the world's leading parenting authorities) offers at least one immediately available solution to positively address parenting and the behavioral development of children during the most critical early years of a baby's life. In addition, should there be a follow-up session to the 5/10/99 White House Summit (or a related Task Force) that would include focus on parenting as a child behavioral intervention, we can certainly make accessible world renowned parenting experts, including members of our International Advisory Board on Parenting (Dr. Penelope Leach, Dr. William and Martha Sears, and Dr. Otto Weininger). An actual sample of **The Parent Kit** can be provided for your review and appropriate staff members. We would be most appreciative of the opportunity to participate in a meeting or teleconference to discuss logical next steps related to **The Parent Kit**. In the meantime, I am certainly available at any time to answer questions or to provide additional information.

Clearly, you, The First Lady, and Vice President and Mrs. Gore have come forward vigorously to address many timely and critically important issues related to the youth who represent the future of our nation. It is because of the national sense of urgency relating to early parenting issues and with the utmost respect for you and your busy schedule that this correspondence is being sent directly to your attention at this time. And it is with the greatest faith that this correspondence will successfully get through to you, Mrs. Clinton, Vice President Gore, and/or Mrs. Gore based upon its merits and the sincere desire to propose at least one solution to many that are being sought. There is no more important life job than parenting and we believe that **The Parent Kit** (Newborn to Age Three) provides a revolutionary, new parenting resource that can positively impact the future development and behavioral outcomes of children....*right from the start.*

Sincerely,



Jane S. Sweet
Executive Vice President
Business Development
U.S. Health Care Sector

Enclosures

The Parent Kit U.S. and Canadian Press Releases
The Parent Kit Consumer and Corporate Brochures
Canadian Institute of Child Health Letter



The Parent Kit Corporation

U.S. CONTACT: Jane S. Sweet
Executive Vice President
U.S. Health Care Sector
The Parent Kit Corp., Inc.
(650) 858-0488/Phone
(650) 858-1838/Fax

FOR IMMEDIATE RELEASE

THE PARENT KIT CORPORATION INTRODUCES THE PARENT KIT™ (NEWBORN TO AGE THREE), A UNIQUE, INTERACTIVE HOME STUDY PROGRAM THAT PROACTIVELY TEACHES PARENTING SKILLS TO NEW PARENTS WITH NEW BABIES TO POSITIVELY AFFECT THE DEVELOPMENT AND BEHAVIOR OF GROWING CHILDREN

Palo Alto, California and Toronto, Canada, March 1999--**The Parent Kit** is a *proactive* and *comprehensive* home education program for new parents. Designed to address the issues relating to children from birth to age three, **The Parent Kit** will enhance the confidence of new parents and provide them with the skills and know-how needed to optimize their baby's development. This can result in significantly better health and development outcomes for the children of parents who utilize and complete the program.

The Parent Kit Corporation has introduced **The Parent Kit**, a unique, interactive home study program that proactively teaches parenting skills to parents with newborns up to three years of age. **The Parent Kit** is targeted to consumers, managed care health plan members, and corporate employees who are or will soon be new parents. It was developed with the guidance and input of The International Advisory Board on Parenting, a team of international experts on all aspects of parenting, including Penelope Leach, PhD; Martha Sears, RN; William Sears, MD; and Otto Weininger, PhD. For the first time, the world's leading parenting experts are brought together in one comprehensive parenting program. **The Parent Kit** has been reviewed and received critical acclaim by both Lamaze International, the world's acknowledged leader in prenatal education, and The Canadian Institute of Child Health. Focusing on the all important first three years of a baby's life, **The Parent Kit** provides guidance for parents on how to get a new baby off to the right start during the critical first years of life, capitalizing on the immediate window of opportunity to optimize a baby's developmental course. Recent research¹ has established that "a child's experiences in the first years of life have a profound impact on the child's education, social, and economic future. A child's brain grows to approximately 90 percent of its adult size in the first three years of life. The brain growth and development during this period will largely determine how well he or she will perform in school and later on in life".² There is no more important life job than parenting and **The Parent Kit** (Newborn to Age Three) provides a revolutionary, new parenting resource that can positively impact the future development and behavior of children.....*right from the start.*

(continued next page)

The Parent Kit includes a series of 5 interactive lesson guides and a video that teach parents how to give their children the best possible start in life, a medical emergency guide, and a baby's personal health record journal. **The Parent Kit** also includes a proprietary parent style profiling assessment that enables each parent to determine their personal parenting style and how it can most positively impact a baby's development and dynamics of the family. **The Parent Kit** provides a reference that can be continually accessed by parents in their home environment and covers a range of parenting topics: How a Baby Learns, Confident Parenting, Growth and Development, Emotional and Social Development, and Positive Discipline. **The Parent Kit** is being made available to expectant and new parents directly and through partnerships with health care providers, employers, biopharmaceutical companies, and governmental and parenting institutions. Specific to managed care utilization, **The Parent Kit** can help to minimize unnecessary health plan visits by new parents and can save valuable time for managed care staff. **The Parent Kit** supports educational, quality, and cost containment goals of Managed Care Organizations and other health plan providers and can be customized for specific MCO or corporate requirements. Please contact The Parent Kit Corporation at (650) 858-0488 for more information.

¹Reference to studies conducted by the Carnegie Corporation of New York, RAND, the California Research Bureau, and the California Center for Health Improvement as cited in State of California Press Release (7/98) on behalf of the California Children and Families Initiative.

²Excerpted from State of California Press Release (7/98) on behalf of the California Children and Families Initiative.

For specific information about **The Parent Kit**, the following contact numbers are available:

U.S. Inquiries:

THE PARENT KIT CORPORATION, INC./Palo Alto, California

Ms. Jane Sweet, Executive Vice President

650-858-0488/Phone

650-858-1838/Fax

Canadian Inquiries:

THE PARENT KIT CORPORATION, INC./Toronto, Canada

Ms. Penny Shore, President

416-923-6707/Phone

416-920-3165/Fax

####



Canadian Institute of Child Health

 The Parent Kit Corporation Inc.

News Release

For immediate release

Unique Partnership Launches New Program to Teach the Skills Necessary for Effective Parenting

(Ottawa – Friday, April 23, 1999) The Canadian Institute of Child Health and The Parent Kit Corporation today held in Ottawa a reception for what may be the world's first "crash course" for new parents. *The Parent Kit* is a breakthrough program using a unique combination of print and video materials to teach new parents the skills they need to give their child the right start in life.

Over two years in development, *The Parent Kit* features the combined expertise of an international team that includes some of the world's leading parenting authorities including Dr. Otto Weininger, a renowned Toronto-based author and child psychologist; Penelope Leach from the U.K., who is probably the world's best selling author in the parenting field; and Dr. William and Martha Sears from California.

Based on the latest research on how a baby's brain develops, *The Parent Kit* addresses important topics such as: providing an environment, in the first three years of life, that will help a baby learn; what parents can do to reduce the risk of future discipline problems; and how to foster a child's healthy social, emotional and physical development.

Penny Shore, a Toronto-based parenting advocate and President of The Parent Kit Corporation, says, "Despite the importance of the role parents play, it is safe to say that many Canadians receive more instruction when they purchase a new home appliance than when they are thrust into the awesome responsibility of parenting a new baby."

The Parent Kit has received rave reviews from parenting authorities. After reviewing the program, the Canadian Institute of Child Health entered into a unique alliance with The Parent Kit Corporation to market *The Parent Kit* to its membership across Canada and Canadian government health and social service departments; is partnering with other national charitable organizations to distribute marketing materials.

- more -

Dr. Graham Chance, Chairperson of the Board of Directors of the Canadian Institute of Child Health, sums up The Parent Kit partnership this way. "As a child health organization, we are pleased to have this opportunity to promote *The Parent Kit* through our network. It is important to remember that children continue to be our ultimate priority, and that parents sometimes require educational materials to support them in their job of parenting. Families of today's complex world will surely benefit from the use of *The Parent Kit*."

The Parent Kit has also received wide interest from parenting authorities in the United States. The Lamaze Foundation, an organization that has cornered the U.S. market in prenatal courses, has, through Lamaze Publishing International, entered into an agreement with The Parent Kit Corporation to market *The Parent Kit* directly to new parents in the United States.

The Parent Kit has also found enthusiastic support from corporations in Canada and the United States. Already over a dozen corporations are considering *The Parent Kit* as an employee benefit designed to increase the productivity of new parents by teaching parenting skills, reducing stress, and helping them cope more effectively with the challenges of parenting, thus being more effective on the job.

For more information or to arrange media interviews:

Penny Shore
President
The Parent Kit Corporation
(416) 923-6707

Kim Tytler
Director, Marketing & Communications
Canadian Institute of Child Health
(613) 224-4144, ext. 222
kimt@cich.ca



Canadian Institute of Child Health Institut canadien de la santé infantile

*Dedicated to the Health and Well-being of Children in Canada
Pour la santé et le bien-être des enfants du Canada*

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George Weston Limited
Stentor
TD Bank Financial Group

National Campaign Chair / Présidente de la campagne nationale

The Hon. Judith Sirois, P.C.

Board Members / Conseil d'administration

Chair / Président

Dr. Graham Chance

Vice-Chair & Treasurer / Vice-présidente et Trésorière

Dr. Robin Moore-Orr

Member at Large / Membre de représentation générale

Ms. Nancy Shoenberg

Ms. Madeleine Dion Stout

Dr. Danielle Cormier

Dr. Carol Herbert

Mr. J. Denis Landry

Mrs. Theresa Odishaw

Dr. Dan Offord

Justice John E. VanDuzer

May 3, 1999

Ms. Jessica Hill
Assistant Deputy Minister
Integrated Services for Children
Ministry of Community and Social Services
Hepburn Block, 6th Floor
80 Grosvenor Street
Toronto, ON
M7A 1E9

Dear Jessica,

I am writing to introduce you to an exciting new parenting program and its developer Ms. Penny Shore. The program is designed to provide information, skills and guidance to parents of newborns and children up to three years of age. Developed by a Canadian company, it is called *The Parent Kit*. The Canadian Institute of Child Health is so impressed with the quality and unique features of the program that we have decided to give it our content approval. In March we sent an information package to Minister Witmer, Minister Ecker, and Minister Johnson in the hopes that there may be an appropriate application within their ministries.

I have enclosed for your information and review a complimentary copy of the Kit with the hope that there may be an appropriate application for your department.

The Parent Kit is already being promoted to members of the Canadian Institute of Child Health. Many other national charitable organizations with a shared concern for child and family health and well-being are helping to promote the Kit to their membership.

The Parent Kit is an invaluable resource for the early child development and parenting programs held through various health care facilities; for public health programs, parenting classes in corrections facilities; parenting courses in high school and community colleges; and finally, through employee assistance programs.

A home study course on parenting skills, it is written in user-friendly language and comes in one convenient package. Information is presented on the latest thinking on effective parenting practices and the most current research on how children develop intellectually, emotionally and physically. Very practical and interactive in its approach, *The Parent Kit* is full of tips, techniques and strategies that have a wide range of applications for both new parents and professionals.

.../2

From: Meadowlands Dr. E.
Suite 512
Ottawa, Ontario, K2G 3K2
Tel: (613) 224-4144
Fax: (613) 224-4145
E-mail: cich@igs.net
Internet: cich.ca

It is also worth noting that the team behind the development of this program includes: Penelope Leach, Ph.D., Otto Weininger, Ph.D., William Sears, M.D. and Martha Sears, R.N., all internationally acclaimed authorities in the field.

We expect that *The Parent Kit* will be of interest to many of your service providers who offer support to families with young children. As I will be in Hawaii for most of May visiting a new grandchild, I have asked Penny Shore, President of The Parent Kit Corporation to contact you to see if you might be able to meet to discuss the possible use of The Parent Kit within the department of Integrated Services for Children.

In the mean time, please call Kim Tytler, Director of Marketing & Communications at CICH if you have any questions on the material in this package. Kim can be reached at (613) 224-4144 ext. 222.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dawn Walker".

Dawn Walker, R.N.
Executive Director

/encl.

Parenting: It's *the* most important job you'll ever have ... are you prepared for it?



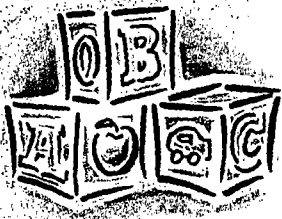
**Ask yourself the 7 questions inside,
to see if you know what it takes
to give your baby the right start in life.**

There is a limited window of opportunity to help your baby

You've embarked on the most exhilarating, rewarding and satisfying journey of your life. You've become a parent. But suddenly, you're faced with an overwhelming responsibility - with little or no preparation or training.

You are right to be concerned if you don't have the answers to these important questions. Recent research has established that babies' brains are actually "hard wired" at a very early age. This means that, if you don't get your new baby off to the right start during the critical first three years, your child will live with the consequences later in life.

In response to the need for a new parenting self-help program, based on this research, The Parent Kit was developed under the guidance of four of the world's most acclaimed parenting authorities. This unique interactive, multi-media program gives you immediate access to critical information and guidance on the most important parenting topics. Furthermore, you and your parenting partner can take this program in your own home, on your own time.



New knowledge will revolutionize the way we parent our children

Over the past several years, scientists have gained a whole new understanding of how babies' brains develop. Now, we know that there are specific things you can do on a day-to-day basis to stimulate your child's learning. If you know how, you can also help your baby to develop healthy social and emotional skills. There are even ways to reduce the risk of your baby developing serious discipline problems in the future. And, this is just a sample of the new information that your parents didn't have when they were raising you.

What Makes The Parent Kit So Good?

The Parent Kit program was researched and developed over a two-year period with **The International Advisory Board on Parenting**, a team that includes some of the world's most renowned authorities on parenting, children's healthcare and education.



The International Advisory Board on Parenting



Penelope Leach, Ph.D.

The renowned author of several best selling books on parenting and an acknowledged international parenting authority.



William Sears, M.D.

Regarded as one of North America's leading pediatricians, he is the author of 22 books on parenting.



Martha Sears, R.N.

A successful author, speaker and television personality, she is an expert in the parenting field.



Otto Weininger, Ph.D.

Past Chairman of The Early Childhood Program at The University of Toronto, author, and an expert on play, learning and relationships.



Penny Shore

A recognized authority on the development of home education programs, Ms. Shore is an advocate for effective parenting.

What's in The Parent Kit?

A unique home learning program, **The Parent Kit** gives you immediate access to critical information and guidance on important parenting topics. It will be your "navigator" through the sea of parenting information and misinformation. Fun, interactive and easy to understand, **The Parent Kit** provides you with detailed tips and techniques on virtually all aspects of parenting.

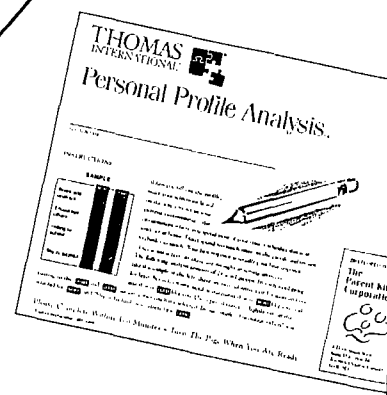
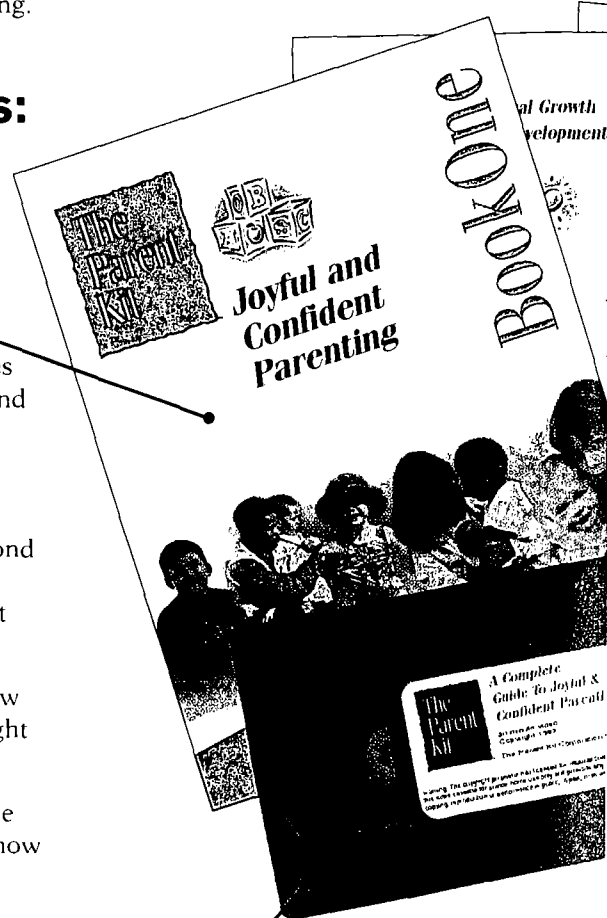
1 Five User-friendly Lesson Guides:

Each lesson deals with one particular aspect of parenting children from birth to three years of age. They include easy to understand tips and techniques you can refer to in handling day-to-day issues. As well, there are journals, points to remember and highlighted inspirational quotes on parenting. The lesson topics covered include:

- **How Your Baby and Child Learns:** This lesson teaches you how to establish the right home learning environment, and how to interact positively with your baby through language, games, books, and preschool experiences.
- **Joyful and Confident Parenting:** Here is important "know how" that will help you to create a healthy life-long bond with your newborn. This lesson also examines your role as a new parent, as well as how to develop your parenting support network.
- **Growth and Development:** Everything you need to know about your baby's physical development including sleep, weight gain and growth, speech, crawling and walking.
- **Emotional and Social Development:** An indispensable guide to your baby's emotional and social well-being – from how to deal with crying and tantrums, to positive communication and how to help develop your child's self esteem.
- **Positive Discipline:** This invaluable lesson will provide you with instruction on a simple, direct approach to one of the most crucial parenting issues. It will help you teach your child inner discipline, one of the most important factors for future success.

2 A 30 Minute Introductory Video:

This remarkable video includes interviews with families who are parenting young children and features members of The International Advisory Board on Parenting including **Penelope Leach, Otto Weininger, Dr. William and Martha Sears** as well as special guest **Barbara Coloroso**.

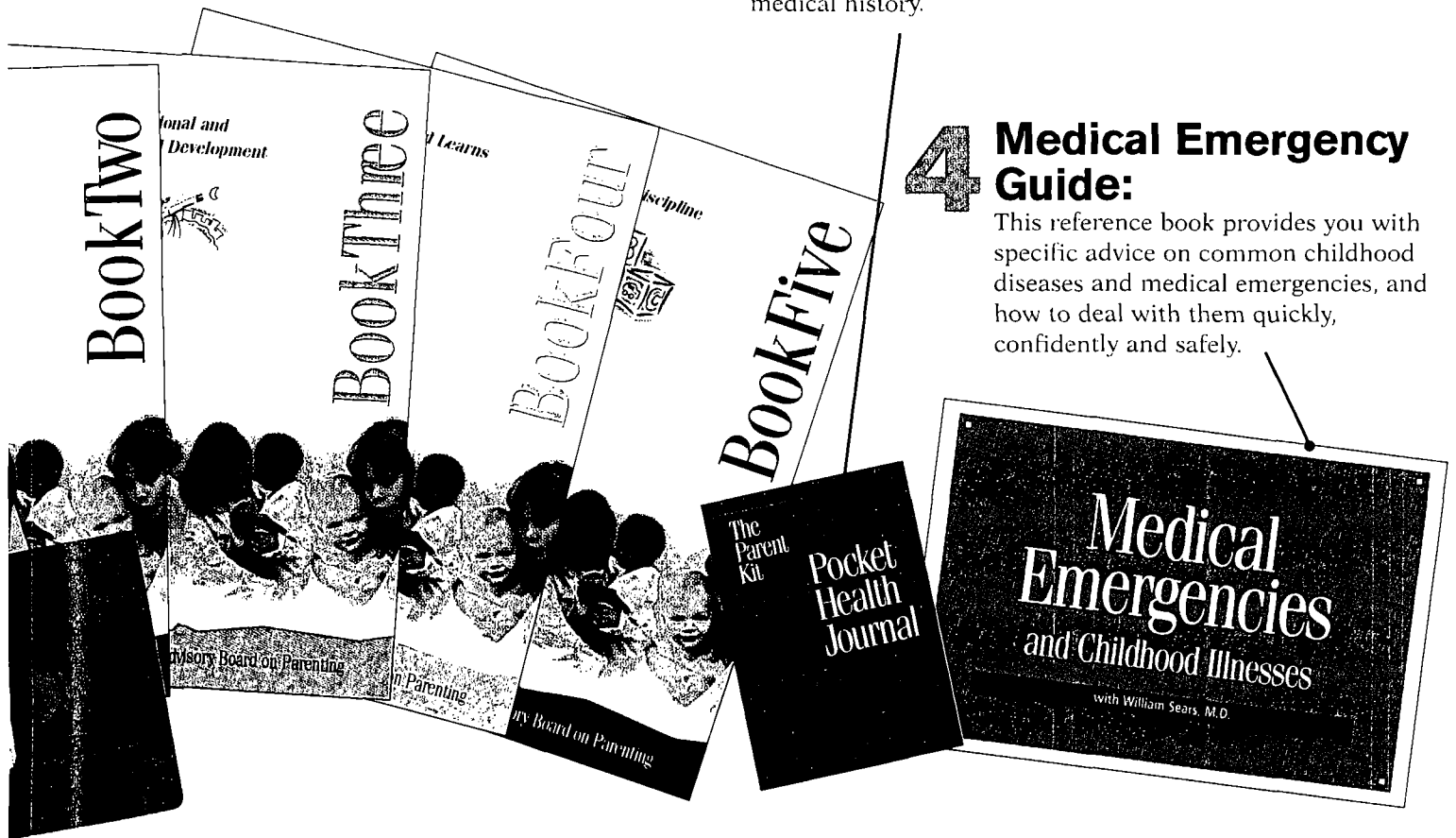


Personal Health Records Journal:

This passport sized journal is designed to provide you with a valuable record of your baby's development and a place to keep important medical records such as inoculations and medical history.

4 Medical Emergency Guide:

This reference book provides you with specific advice on common childhood diseases and medical emergencies, and how to deal with them quickly, confidently and safely.

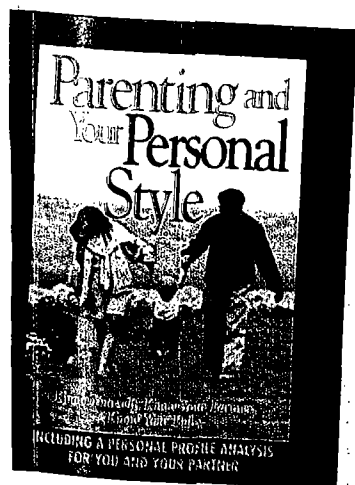


FREE Bonus Gifts valued at over \$50:
Yours to keep, just for trying The Parent Kit!

Parenting and Your Personal Style

Truly a breakthrough product for new parents, **Parenting and Your Personal Style** includes two remarkably accurate and easy-to-use, self scoring, personal style profiles. One for you and the other for your parenting partner. The results will disclose each of your unique characteristics and personal styles which you will have when parenting. Also included is an easy-to-understand guide and explanation of how to interpret the results. *(If you are a single parent, you can use the second profile with a friend or relative who your baby interacts with on a regular basis.)*

With the information from these personal style profiles, you and your parenting partner will know how to relate to each other more effectively. **Parenting and Your Personal Style** will help you to avoid friction and act together as a more effective parenting team. What's more, your baby will not be subject to the confusion and problems that may arise when you and your parenting partner's styles are different.

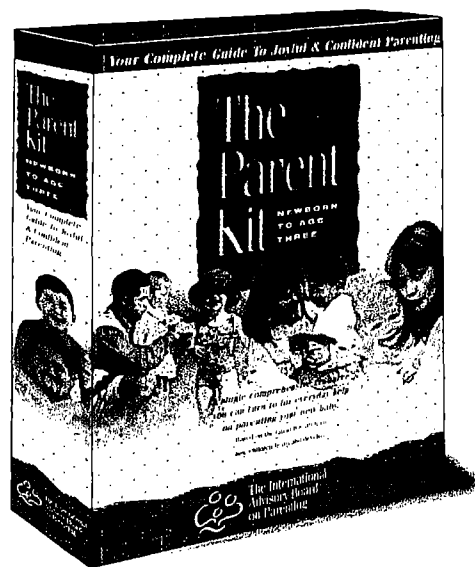


The Parenting Quiz

Having the answers to these 7 questions can affect your baby's future

- 1 How can you provide the best environment and care that will enhance your baby's learning opportunities?
- 2 What steps can you take to create a happy, lifelong bond with your new baby?
- 3 How can you help your baby to develop healthy social and emotional skills?
- 4 What can you do now with your child to avoid later discipline problems?
- 5 How do you assess your baby's growth and development?
- 6 How can you baby-proof your home?
- 7 How can you create a truly effective parenting team, even if you're a single parent?

If you are not sure of the answers to these important questions ...
this remarkable new home study course will help you
to give your baby the best possible start in life.



The Parent Kit ... Your guide to joyful and confident parenting

A new standard in parenting programs

Here is what parenting authorities and parents just like you, have to say about The Parent Kit.



"The best thing to come along for new parents in years. Beautifully designed, easy-to-use and refer to, it's right up-to-date and incorporates the latest research in how babies learn and develop. The Parent Kit represents remarkable value. I recommend it as a must-buy for every new parent."

Bev McMaster, Mother of four boys
President of "We Care Health Services Inc."



"I don't think we would have made it without The Parent Kit. As a full time working parent I have relied on help from The Parent Kit to get me through all kinds of situations that I wasn't sure how to handle. And my wife echoes these sentiments. What did people do before this program was available?"

John Hume, Business owner
and father of an active 3 year old



"As a single parent I want to thank whoever it was that thought of this wonderful program. With The Parent Kit I now have the security of knowing that, even though I'm on my own, the collected advice of four of the world's leading parenting experts is right there, whenever I need it!"

Dr. Shari Clark, veterinarian and
single mother of two boys



"The Parent Kit provides an extremely well-prepared, credible, and comprehensible collection of parenting information. By offering unique 'guidance tools', it will certainly create a new standard as a valuable resource for parents."

Jane S. Sweet
U.S. Healthcare Marketing Consultant
Principal, Advanced Marketing Consulting
California



"The video is very warm, and the whole kit is respectful of children and parents. The opportunity for parents to understand their own personalities and then mutually plan their parenting styles is invaluable. I wish The Parent Kit had been available 30 years ago when our children were young."

Dr. Graham Chance, FRCP(C)
Chair, Board of Directors
Canadian Institute of Child Health



"We are expecting our first baby in just two months and, until I was given the Parent Kit at a recent baby shower, I was anxious and more than a little frightened, about dealing with all of the issues that will become a reality the day I bring our new baby home from the hospital. Now, with The Parent Kit to refer to, I'm approaching the birth with a whole new feeling of confidence."

Monica Shultz
Management Consultant and pregnant mom



"As a trained child care professional and grandmother, I think that The Parent Kit should be required in every home with small children."

Joan Glustien, Retired child care professional
and involved grandmother



For more information contact:

Jane S. Sweet

The Parent Kit Corporation Inc.

Tel: 650-858-0488 Fax: 650-858-1838

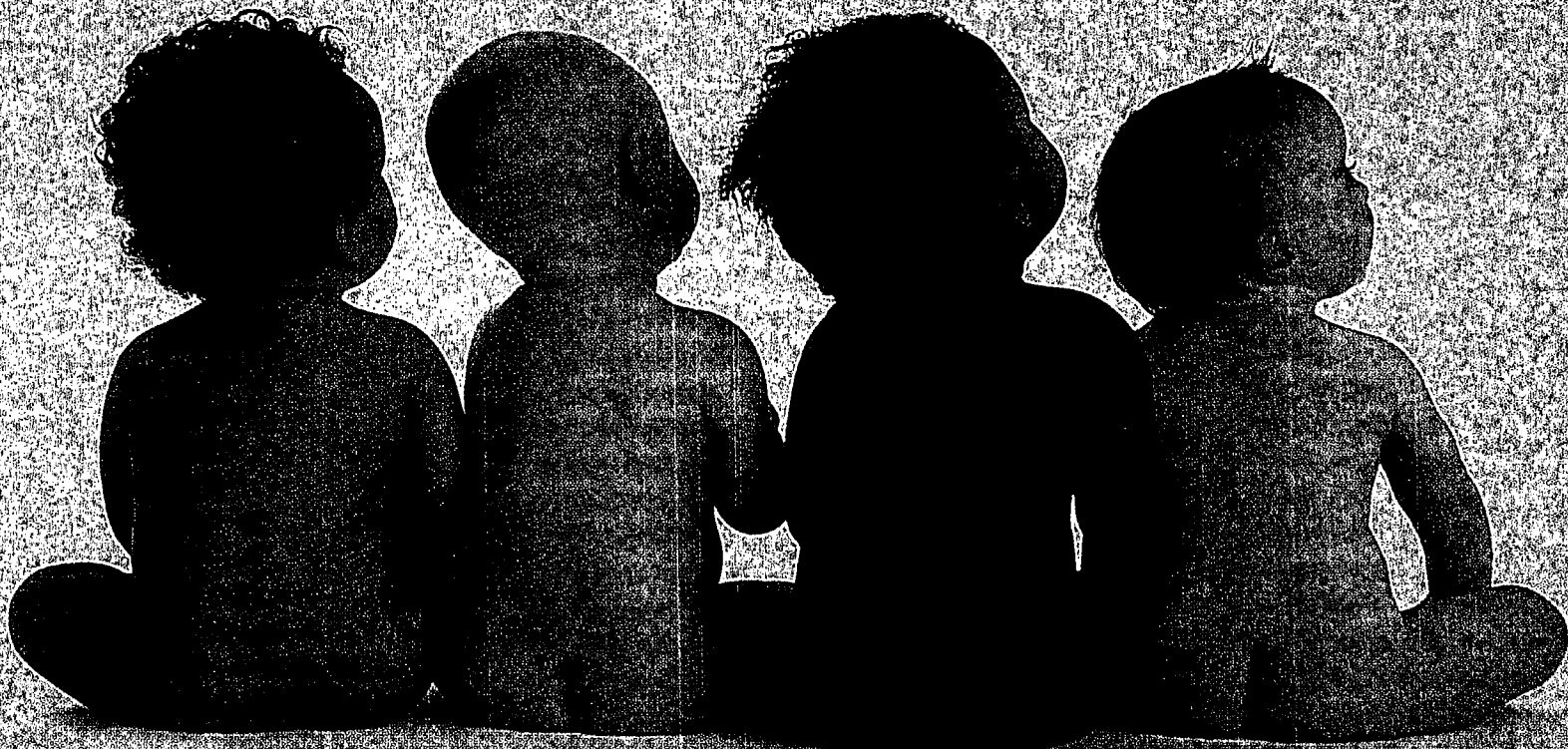
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The International Advisory Board on Parenting