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Jonesboro, Ark. Shooting Radio Address 3/28/98 School Violence

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 19, 1998

REMARKS BY THE PRESIDENT
AT SCHOOL SAFETY EVENT

The Grand Foyer

2:09 P.M. EST

THE PRESIDENT: Thank you very much, Superintendent Berg; Madam Attorney General; Senator Robb, thank you so much for your efforts. Congressman Castle, thank you. Mayor Donnelly, welcome and I want to say a special word of welcome to all of the students. I'm glad you're here today and I thank you for the example you're setting for students throughout our country.

I also want to commend the students who were the winners of the state math and science award earlier this month. This school is proving that by taking the right kind of action -- working with law enforcement, enforcing zero tolerance for guns and drugs, involving parents, establishing discipline and order as primary goals. We can keep our schools safe and give our children the chance to reach their highest potential.

Now, in less than 650 days, all of us will enter a new century and a new millennium. At a time when we're doing everything we can to prepare our children for the opportunities of that new century, at a time when we know that the body of knowledge that human beings have is doubling every five years and, therefore, education will be more important than ever before, we cannot let violence, guns, drugs stand between our children and the education they need.

accomplish () For more than five years, we've worked now to make our schools places of learning, not fear. We have worked to strengthen and expand the Safe and Drug-Free Schools Program, to enforce zero tolerance for guns in schools, to encourage communities to crack down on truancies, to support those who wish to adopt school uniform policies. Wearing uniforms instead of gang colors in many places is helping to keep our children safe.

It was just a little over two years ago that I went to Long Beach, California, the first large school district to adopt a school uniform policy. Since then, Secretary Riley and the Department of Education have worked to help those schools that wanted to do that. Yesterday, the New York City School Board announced that it would adopt a school uniform policy in all its elementary schools. I applaud them for taking this important step, and I predict it will

have very beneficial consequences.

Our budget makes an unprecedented commitment as we are moving into balance for the first time in 30 years to invest for our future, by raising standards and improving education for all our children, and to make our schools safer. We know schools with the biggest discipline problems also have the highest rates of violence. Very often, there are simply too many students and too few classrooms with not enough teachers. Our budget, as Senator Robb said, will help that, will help to reduce class sizes to an average of 18 students per class in the 1st, 2nd and 3rd grades, with 100,000 more teachers and funds to build or rehabilitate 5,000 schools.

Perhaps even more important in the short run on the violence issue -- and I was glad to hear Mr. Berg talk about this -- it will quadruple federal support for after-school programs to keep children in school in wholesome, positive environments. We know that most children who get in trouble do so between the time school lets out and their folks get home from work. So I applaud you for what you're doing and I hope now if this budget passes there will be many, many more schools, until every school in America will offer this kind of community support to our young people and their families.

The fundamental issue here is that we do not need to and we must not ever have to make a choice between safety and high standards, between crime-free schools and modern classrooms. We must do both. I regret that the present budget, reported out by the Majority in Congress, does not embody that kind of commitment to education in our future, does not embody the recommendations I made in the State of the Union Address.

Today, I ask the Republican leadership to join with the leaders of the other party to get with the Democrats and to work with the White House so that we can once again, as we have in the past, pass a bipartisan budget that puts education beyond politics and says yes to safer schools, yes to new teachers and smaller classes, yes to modernizing our schools, yes to investing in high standards. We need to have a budget that says yes to our children's future.

The Nationwide Report on School Safety that is being released today by the Attorney General and the Secretary of Education shows clearly that the majority of our schools are safe, free of violent crime. That is good news. It also shows, however, that too many of our children face a far more frightening reality every time they walk through the schoolhouse door. In 1996 alone there were more than 10,000 physical attacks or fights with weapons in schools; 7,000 robberies; 4,000 rapes and sexual assaults. The threat of such violence hangs over children's heads and closes their minds to learning. When children have to worry more about guns and drugs than math and science, when teachers are more concerned with maintaining discipline than achieving excellence, when parents would rather keep their children at home than risk their safety at school, then we know we must do more; and if there is even one school in America where that is the case, we must all be committed to change it. We already know the difference community policing makes.

Since we began to help our local communities to put 100,000 more community police officers on our streets, crime has dropped to record lows all over our country. Indeed, in the

The report:
schools
are safe
but...

Must
do
more

nation overall, crime is at a 24-year low. I thank Senator Robb for his sponsorship for the \$17.5 million in the balanced budget bill which is now being awarded today in grants to communities, parents and law enforcement groups to put these community policing strategies to work in our schools, to stop violence before it starts.

The more we know about school violence, the more we can do to ensure our children's safety. Last December, I asked the Attorney General and Secretary Riley to develop an annual report on school safety. Today, I'm pleased to accept their framework for these reports. From now on at the beginning of every school year, parents and principals, lawmakers and law enforcement will have a valuable tool that tracks school violence, gives examples of school programs that are working, and suggests actions parents can take to make their children's lives safer at school.

We know one of the best ways to reduce violence is to involve the young people themselves. In the last several years, AmeriCorps volunteers particularly have helped hundreds of students to resolve their conflicts peacefully. This adds to AmeriCorps' remarkable record of helping improve our schools and communities through volunteer service.

Parenthetically, I want to say that today we had an announcement up on the Hill with the First Lady participating that we are sending legislation to Congress to extend our national service program into the 21st Century; I hope Congress will support AmeriCorps as it has in the past.

Let me say, finally, as Mr. Berg said so eloquently, we know that all of our schools need parents to play the primary role in their children's safety, both in the school and in the home, and when necessary, in the neighborhood.

Today, I ask all our parents who are concerned about this to become involved in your communities and your children's schools; to join a community policing partnership. Senator Robb got the budget, we're releasing the funds, we can talk about what works; but in the end, real live American citizens are going to have to show up in every school in this country to make this work.

You know, if you look at these young people here today, if you think about the remarkable achievements of this fine school we honor, if you imagine the interesting, fascinating lives they can have, and you remember that, as they have good lives it will make all the rest of our lives better, it is clear that we all have a responsibility to ensure that their educations will be safe. We can do this and America's future in the 21st Century depends upon it.

Thank you very much.

END

2:18 P.M. EST



SUNTUM_M @ A1
12/05/97 05:47:00 PM

Record Type: Record

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

cc:

Subject: EMBARGOED TRANSCRIPT: radio address

THE WHITE HOUSE

Office of the Press Secretary

Embargoed For Release

Until 10:06 A.M. EST

Saturday, December 6, 1997

RADIO ADDRESS BY THE PRESIDENT
TO THE NATION

THE PRESIDENT: Good morning. Yesterday the community of West Paducah, Kentucky came together to remember the three young girls struck down at school in a terrifying act of violence. Our entire nation has been shaken by this tragedy. West Paducah, on the southern shore of the Ohio River, is at the center of our circle of prayers. America has lost three beautiful daughters. We mourn

deeply with the Steger, James, and Hadley families, with those students who were wounded and their families, and with all those whose lives were changed forever by a 14-year-old with a stolen gun.

We may never know what drove the son of a respected church elder to extinguish the lives of classmates bowed in prayer. But in the aftermath we've seen great heroism, generosity and love: a courageous act by a classmate to head off more violence; an outpouring of understanding for the sister of the alleged killer; the donation of organs for patients desperately in need; an entire nation reaching out in support. One terrible act could not poison the deep well of goodness West Paducah has drawn upon in this moment of grief.

Now the rest of us must do everything in our power to prevent such things from happening again. At a time when we're trying to prepare our children for the opportunities of the 21st century, high school seniors are more likely to take weapons to school than to take calculus in school. This is unacceptable. We simply cannot educate our children, and they cannot learn and live up to their full potential, when violence and drugs threaten their safety in school.

One thing we must do right away is to gain a much clearer view of the problem. Sadly, our national picture of school violence is neither complete, nor up to date. We know more about the overall patterns of car theft in America than we do about the harm that comes to our children at school.

So today I'm directing Attorney General Reno and Education Secretary Riley to launch a major initiative to produce for the first time an annual report card on school violence. This report card will contain the data we all need in order to boost efforts to prevent violence from happening in the first place.

School safety is a challenge not only for police and parents, teachers and school officials; the scourge of young violence poses a challenge to every American. It demands that we do everything possible to find safe places for our children to learn and play and grow. It demands that schools follow a policy of zero tolerance for guns. It demands that we teach our children basic values, the unblinking distinction between right and wrong. It demands that we exercise responsibility when we create images for our children to see. Most urgently, it demands that whenever possible, we reach out to those who may be troubled, angry or alone -- before they do something destructive and perhaps irreversible to themselves or others.

Youth violence represents an insistent, angry wake-up call to every parent, every teacher, every religious leader, every

student. If we answer that call, we can ensure that the memory of Kayce, Nicole and Jessica, will help us to prevent other such tragedies. In the words of the girls' final prayer, we can ensure

*At schools, zero tolerance.
At home, limit access*

that their light will shine forever more.

Thanks for listening.

END

Message Sent To:

Executive Summary

No matter where you are, parents want their students to be safe and secure... that might even precede a quality education... " With drugs, gangs, and guns on the rise in many communities the threat of violence "weighs heavily on most principals' minds these days... Anyone who thinks they are not vulnerable is really naive. (Principal Michael Durso, Springbrook High School, as quoted in the Washingtonian Magazine, September 1997).

Background

Recent events have again focused the nation's attention on violence in U.S. public schools, an issue that has generated public concern and directed research for more than two decades.¹ Despite long-standing attention to the problem, there is a growing perception that not all public schools are safe places of learning, and media reports highlight specific school-based violent acts. The seventh goal of the National Education Goals states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." In response to this goal, the Congress passed the Safe and Drug-Free Schools and Communities Act of 1994, which provides for support of drug and violence prevention programs. As part of this legislation, the National Center for Education Statistics (NCES) is required to collect data to determine the "frequency, seriousness, and incidence of violence in elementary and secondary schools." NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinary Survey on School Violence, 1996-97, the results of which are detailed in this report.

The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on four main topics:

- The incidence of crime and violence that occurred in public schools during the 1996-97 academic year;
- Principals' (or school disciplinarians') perceptions about the seriousness of a variety of discipline issues in their schools;
- The types of disciplinary actions schools took against students for serious offenses; and

¹ U.S. Department of Health, Education, and Welfare. "Violent Schools - Safe Schools: The Safe School Study Report to the Congress," December 1977.

- The kinds of security measures and violence prevention programs that were in place in public schools.

The types of criminal incidents that schools were asked to report included murder, suicide, rape or other type of sexual battery, assault or fight with a weapon, robbery, assault or fight without a weapon, theft/ larceny, and vandalism. Any effort to quantify the frequency and seriousness of these crimes and violent incidents occurring in public schools will be affected by the way in which the information is collected and reported. Three important aspects of the process were used to gather the data reported in this publication:

- The survey questions asked, including how the questions were phrased, definitions applied, time span covered, and the context in which they were asked;
- The choice of survey respondent; and
- The survey sample size.

The reader should keep these aspects of the survey in mind when comparing results of this particular sample survey with other studies on school crime and violence. The data reported from this study may vary from data reported elsewhere because of differences in definitions, coverage, respondents, and sample. For example, the data reported in this survey describe the number of incidents of crime, not the number of individuals involved in such incidents. It should be noted that an incident could involve more than one individual perpetrator or individual victim. Similarly, an individual perpetrator or victim could be involved in multiple incidents.

Key Findings

HOW SERIOUS A PROBLEM WAS CRIME AND VIOLENCE IN U.S. PUBLIC SCHOOLS IN THE 1996-97 SCHOOL YEAR?

More than half of U.S. public schools reported experiencing at least one crime incident in school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year (table 7).

- Fifty-seven percent of public elementary and secondary school principals reported that one or more incidents of crime/violence that were reported to the police or other law enforcement officials had occurred in their school during the 1996-97 school year.
- Ten percent of all public schools experienced one or more serious violent crimes (defined as murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery) that were reported to police or other law enforcement officials during the 1996-97 school year.

- Physical attacks or fights without a weapon led the list of reported crimes in public schools with about 190,000 such incidents reported for 1996-97 (figure 1). About 116,000 incidents of theft or larceny were reported along with 98,000 incidents of vandalism. These less serious or nonviolent crimes were more common than serious violent crimes, with schools reporting about 4,000 incidents of rape or other type of sexual battery, 7,000 robberies, and 11,000 incidents of physical attacks or fights in which weapons were used.
- While 43 percent of public schools reported no incidents of crime in 1996-97, 37 percent reported from one to five crimes and 20 percent reported six crimes or more (figure 3).

WHAT TYPES OF SCHOOLS WERE LIKELY TO HAVE MORE SERIOUS PROBLEMS WITH CRIME AND VIOLENCE?

Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle schools and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools (table 7).

- Forty-five percent of elementary schools reported one or more violent incidents compared with 74 percent of middle and 77 percent of high schools.
- Four percent of elementary schools reported one or more serious violent crimes compared with 19 percent of middle and 21 percent of high schools.
- Of the less serious or nonviolent crimes, the largest ratios of crimes per 100,000 students were found in middle and high schools compared with elementary schools. This was true for physical attacks or fights without a weapon, theft/larceny, and vandalism (table 10).
- In general, elementary schools reported proportionately fewer incidents of serious violent crime. They reported lower rates of physical attacks or fights with a weapon and rape or other type of sexual battery when compared with middle schools and high schools. However, while elementary schools reported lower ratios of robbery compared with high schools, they were not significantly different from middle schools.

Schools that reported serious discipline problems were more likely to have experienced one or more incidents of crime or violence, and were more likely to experience serious violent crime than those with less serious discipline problems (table 7).

- Sixteen percent of public school principals considered at least one serious discipline problem (out of 17 discipline issues that they were asked about) to be a serious problem in their schools in 1996-97 (table 12). The remaining schools were about equally divided between those that had minor or no discipline problems on all 17 issues (43 percent) and those that reported a moderate (but no serious) problem on at least 1 of the issues (41 percent).
- Principals in public high schools and middle schools were more likely than public elementary school principals to rate at least one discipline issue as a serious problem in their schools. Thirty-seven percent of high school principals reported at least one serious discipline problem in their schools compared with 18 percent of middle school principals and 8 percent of elementary school principals (table 12).
- In both 1990-91 and 1996-97, the three discipline issues most frequently rated as serious or moderate problems by principals were student tardiness, student absenteeism or class cutting, and physical conflicts among students (table 13).

WHAT MEASURES ARE SCHOOLS TAKING TO DEAL WITH PROBLEMS OF CRIME AND VIOLENCE?

Most public schools reported having zero tolerance policies towards serious student offenses (table 19).

- Principals were asked about the school had "zero-tolerance" policies, defined as school or district policy mandating predetermined consequences for various student offenses. The proportion of schools that had such policies ranged from 79 to 94 percent on violence, tobacco, alcohol, drugs, weapons other than firearms, and firearms (figure 8 and table 19).

Most schools reported that they employed low levels of security measures to prevent violence (figure 11).

- To discover what types of security was employed, schools were asked whether visitors must sign in, if there was a closed campus policy for most students during lunch, if access to the school building was controlled, if access to school grounds was controlled, if there had been one or more drug sweeps, whether the school used random metal detector checks on students, or whether students must pass through

metal detectors daily (table 22). Schools were also asked about the presence of police or other law enforcement at the school (table 23).

- Two percent of public schools had stringent security, which was defined as a full-time guard and daily or random metal detector checks (figure 11). Eleven percent of schools had instituted moderate security measures such as a full-time guard, or a part-time guard with restricted access to the school, or metal detectors with no guards, while 84 percent of public schools reported having a low level of security-restricted access to their schools but no guards or metal detectors. Another 3 percent reported that none of the security measures asked about in the survey were used.

Most schools reported having formal school violence prevention programs (table 25).

- Seventy-eight percent of schools reported having some type of formal violence-prevention or violence reduction program or effort.
- Fifty percent of public schools with violence-prevention programs indicated that all or almost all of their students participated in these programs (figure 12 and table 30).

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P.4/8

Quinn

Annual Report on School Safety

MAR 10 '98 06:37PM US DEPT OF EDUCATION SAFE DRUG-F

I. INTRODUCTION

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

It is true that some schools do have serious crime and violence problems, and that these problems both compromise the learning environment and endanger our children and educators. These problems urgently need to be identified, analyzed, and addressed. All children deserve to have a safe, orderly school environment in which to learn and grow.

President Clinton directed the U.S. Department of Education and the U. S. Department of Justice to produce an *Annual Report on School Safety*. The Report will present an accurate picture of the nature and extent of crime and violence on school property. It will also show what measures some schools have taken to prevent or address school violence, and will provide parents, students, and educators with information and resources to evaluate and enhance their own school's level of safety. Ultimately, by providing this information, the Report is intended to help create schools in which students and educators alike feel safe and secure, and where they can confidently pursue the primary business of schools--educating students.

But, this can only be done at the local level. Just as every community and every family is different, so is every school. There is no single set of safety principles that can be uniformly applied to end school violence.

In order to eliminate crime and violence from America's schools, educators, students, families, law enforcement agencies, youth-serving organizations, and other community leaders need to work together to assess and respond to the unique safety problems of each individual school. We hope that this *Annual Report on School Safety* will encourage schools, families, and communities around the country to take action against crime and violence in their schools.

Richard Riley
Secretary of Education

Janet Reno
Attorney General

II. STATISTICAL ANALYSIS OF SCHOOL CRIME

This section will provide data on school crime and violence, and related measures. For the initial report, the Department of Justice and the Department of Education will examine several existing data sources to report on the following items:

1. Alcohol, Drugs, and Tobacco--Possession, Use, and Sale at School
2. Weapons at School
3. Gangs at School
4. Student Safety
 - a. Physical fight with/without a weapon
 - b. Aggravated Assault
 - c. Rape, sexual battery, and sexual assault
 - d. Robbery
 - e. Suicide
 - f. Murder
5. Teacher Safety
 - a. Aggravated assault
 - b. Robbery
 - c. Rape and sexual assault
6. Student Perceptions of School Safety

III. MODEL SAFE AND DRUG-FREE SCHOOLS

This section will identify schools that are doing an exemplary job of creating and maintaining safe environments for learning, and will also provide a brief description of what each school is doing based on an annual Safe and Drug-Free School Recognition Program. The Department of Education is in the process of reinstituting this program to recognize schools throughout the country that may be viewed as role models.

IV. MODEL PROGRAMS AND STRATEGIES TO CREATE SAFE SCHOOLS

This section will provide an overview of policies, strategies, and programs that have been proven effective or that demonstrate promising results in reducing drug use, school violence, or classroom disruption. Information will be divided into two categories: 1.) Policies and Strategies and 2.) Model Programs. The Policies and Strategies subsection will highlight protective factors, as well as classroom, school, and school-community factors that contribute to the creation of a safe learning environment. The Model Programs subsection will provide summary and contact

information for those programs that have demonstrated success in eliminating or reducing student violence or drug use.

V. OVERVIEW OF STATE AND LOCAL DATA

This section will provide an overview of State and local data related to school crime and violence. Currently, only six States regularly collect incident data on school crime. Most States do, however, conduct various surveys on issues related to crime, violence, and drug use. As States collect different information, covering different time frames, comparing State data is impractical. This section is designed not only to provide an overview of State efforts, but also to encourage more States to collect information about school crime and to make that information available to the public.

Possible configurations for this section include:

- A. List of States that collect incident data and summary of what that data shows.
- B. List of States that utilize other mechanisms to collect data on school crime.
- C. List of States that reported (in a specified time frame) information to the U.S. Department of Education on aspects related to school crime.

VI. NEXT STEPS

The Report provides a national perspective on drug, discipline, and violence problems in schools. The Report also provides information on model programs, model schools and resources that local school district officials and community members can contact to obtain assistance and information on creating schools that are safe, disciplined, and drug free. The creation of such schools must be done at the local level. Federal and State governments can help local communities, but in the end it is the local community that must take actions to create safe environments for learning. The following are five steps that school officials and community members, including parents and students, can take to ensure their schools are safe.

1. Establish a Community / School Group to Identify Problems, Recommend Solutions, and Monitor Progress.

Making schools into places that are safe and drug-free requires the assistance of the entire community. While schools play a significant part in developing programs and strategies designed to make schools safe, they cannot do it by themselves; they need the assistance of a wide range of community representatives, including parents, students, law enforcement and probation officers, the juvenile justice system, social service and health officials, as well as non-profit and business organizations.

2. Identify and Measure the Problem

Community members, students, and school officials should work together to adopt a system to accurately report and assess information on issues confronting their school district. Schools need not develop a new system to identify problems in their schools. Surveys that already exist and have been field tested could be used by schools in assessing their needs.

3. Identify Appropriate Solutions

Problems faced by school districts in trying to create a safe and drug free environment for students differ from school district to school district and from school to school. Schools are encouraged to select a program or strategy that meets the identified needs of a particular school or school district and that is effective in addressing specified goals and objectives.

4. Measure the Success of Your Efforts

School districts should establish mechanisms, such as local reports, to measure whether their efforts have proven successful in meeting specified goals and objectives.

5. Local Safety Checklist

Parents and community members should refer to the tear-out checklist, included in the Report, to evaluate their own school's level of safety and to determine whether or not their school has implemented measures to prevent or address school violence.

VII. RESOURCES

There are numerous resources available to school districts and communities to assist them in creating safe, disciplined, and drug-free schools. This section will provide an overview of resources. Included in the listing will be:

- Clearinghouses
- Technical Assistance Centers
- Training Opportunities
- Publications
- Web Pages
- Federal and national programs/organizations



U.S. Department of Justice

Office of Community Oriented Policing Services (COPS)

Intergovernmental and Public Liaison
Division

1100 Vermont Ave, NW
Washington, D.C. 20530

MEMORANDUM

To: Leanne Shimabukuro
From: Kim Soucy
Date: March 17, 1998
Re: COPS School Safety Program

In its FY 1998 budget, the COPS Office was allocated \$12 million for an innovative community policing program to improve the safety of elementary and secondary school children and to reduce persistent crime on or near school grounds. This allows COPS to expand its efforts specifically to address school safety issues. *e 17.5M*

This program will fund partnerships between law enforcement, schools, and various community organizations to develop innovative approaches to reducing school crime. With this partnership, a community can work together to address a school-based crime or disorder problem, using strategies such as increased police presence, conflict resolution programs, "safe havens" for children traveling to and from school, and after school programs. While communities are currently trying different ways to protect their school children, this program gives them more resources to do so.

As with previous innovative community policing programs, the COPS Office will facilitate the sharing of information on agencies' successes – hosting regional conferences, disseminating information, and providing technical assistance to communities working to prevent school crime and violence.

Keeping Our Schools Safe and Drug-Free
March 19, 1998

Announcement: Today, the President announced: (1) the findings of the first ever national estimate of crime and violence in U.S. schools; (2) the availability of \$17.5 million in new funding from the President's 100,000 more police program for school safety; and (3) a series of recommendations by the Attorney General and Secretary of Education for an Annual Report on School Safety.

"Violence and Discipline Problems in U.S. Schools: 1996-97". The National Center on Education Statistics released a national survey of principals from more than 1,200 public schools in the 50 states and Washington, D.C., on crime and violence in schools last year. Key findings of the survey include:

A Majority of schools -- or 57% -- reported crimes to law enforcement. This includes an estimated 190,000 physical attacks or fights without a weapon, 116,000 incidents of thefts or larceny, and 98,000 incidents of vandalism.

Few schools -- only 10% -- reported serious violent crimes. This includes an estimated 11,000 physical attacks or fights in which a weapon was used, 7,000 robberies, and 4,000 rapes or other types of sexual assault.

Nearly half of all schools -- or 43% -- reported no incidents of crime. And most schools -- or 80% -- reported 5 or fewer crimes.

Schools with serious discipline problems were more likely to experience crime or violence. Principals rate absenteeism, tardiness and fights as the 3 most common discipline problems among students.

Community Policing and School Safety. The Justice Department's COPS Office will make \$17.5 million available for a new community policing program to address school safety. This initiative will fund partnerships between law enforcement, schools, and community groups to develop innovative approaches to reduce crime on or near school grounds.

Annual Report on School Safety In his December 6, 1997 radio address, President Clinton called on the Attorney General and Secretary of Education to issue an annual report that principals, parents, and local officials could use to address their school crime problems. Today, Attorney General Reno and Secretary Riley presented the President with a framework for this report, which will be released at the beginning of every school year. This new report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school

violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.



Jose Cerda III

03/17/98 10:50:01 PM

Record Type: Record

To: Elena Kagan/OPD/EOP, Michelle Crisci/WHO/EOP
cc: Leanne A. Shimabukuro/OPD/EOP, Jordan Tamagni/WHO/EOP, Michael Cohen/OPD/EOP, Laura Emmett/WHO/EOP
Subject: School Safety

Esteemed Colleagues:

Attached is a draft one-pager for the proposed school safety event on Thursday. Please note, Education has pulled back one of the studies, and key event logistics have not been finalized yet. Specifically...

Paper/Overall Outline -- Elena, does this one pager accurately reflect report and announcements? Do you still want to circulate this to others before we nail down the rest of the event detail? See also existing accomplishments doc from 12/97 that we will update for re-distribution.

Event Program -- Rahm, do we need a "real person" (principal) to speak? Scheduling recommended that we find one; Education and I don't think we need one and favor a shorter program w/just the AG (Riley and Deputy are both out of town).

Audience -- We still don't know which room we're doing this in. Scheduling initially talked about Roosevelt Room, which would allow us about 6 members, key staff and a handful of constituency types. However, there has been some talk of East Room. I don't think we want to do something this big -- do we?

Briefing -- Key Education staff are prepared to brief afterwards in the press room. I assume this is fine, and that we won't need extensive Q&A.

Remarks -- Education/Mike Cohen have two concerns about the speech: (1) that the crime stuff not be too inflammatory; and (2) that key overall education planks -- e.g., school construction -- be mentioned. Rahm, are you fine with this -- what are your priorities for the speech?

Finally, I've asked the folks from Education to attend the 10am crime meeting tomorrow (Room 211), so that we can get these things finalized. Jordan, if you haven't touched based with Rahm, you may want to visit w/him -- as well as Education -- there.

Missing Christa,
Jose'



SKOOLSFT.1

Keeping America's School Children Safe

Clinton Administration Accomplishments

Making Our Schools and Communities Safer

- **Strengthening and Expanding the Safe and Drug-Free Schools and Communities Act.** President Clinton expanded the Drug-Free Schools Act into the Safe and Drug-Free Schools Act of 1994, making violence prevention a key part of this program. The Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts. Schools use these funds to keep violence, drugs and alcohol away from students and out of schools. Safe and Drug-Free Schools funds are also used for before and after school programs. In the 1994-95 school year, over 2,700 school districts used these funds to support before and after school activities.
- **Enforcing Zero Tolerance for Guns and Other Weapons in Schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. Under the President's Zero Tolerance gun policy, preliminary estimates show that approximately 6,000 students have been expelled for bringing weapons to schools, and the vast majority of those expulsions involved guns.
- **Providing After School Opportunities for Children.** Due to the President's leadership, the budget dramatically expanded the 21st Century Community Learning Centers program, providing \$40 million to support hundreds of after school centers in rural and urban schools across the country, giving children positive learning opportunities and keeping kids off the streets in the after school hours when most violent juvenile crime occurs.
- **Supporting Curfews at the Local Level.** Because of their success in helping to fight juvenile crime and keeping children safe, the Clinton Administration has encouraged communities to adopt curfew policies. Studies have shown, including one issued by the Justice Department, that community-supported curfew programs are often successful in combating juvenile crime. For example, New Orleans' curfew program, in combination with summer jobs and recreational programs, resulted in a 27% drop in juvenile crime during curfew hours in 1994, compared to the previous year.
- **Encouraging Schools to Adopt School Uniform Policies.** The Clinton Administration has encouraged schools to consider adopting school uniform policies. The Education Department has written and distributed a manual on

school uniforms for schools interested in this policy. The Education Department found that a number of schools with school uniforms consider them to be a positive and creative way to reduce violence while promoting discipline and respect.

- **Gaining New Tools to Protect Our Youth from Violence and Drugs.** Key elements of the President's Anti-Gang Youth Violence Strategy were included in the recently signed Commerce-Justice-State Appropriations Act. These new funding measures -- \$489 million for juvenile justice -- will give communities, schools, and families new tools to help keep kids safe from gangs and violence, and away from drugs. Included in this funding is over \$110 for prosecutors to curb gang violence, as well as violent juvenile court assistance, which can help to fund probations officers -- both important elements of the President's Anti-Gang Youth Violence Strategy.

Keeping Guns Out of the Hands of Children

- **Fewer Guns in the Hands of Our Children.** President Clinton signed into law a youth handgun ban in his 1994 Crime Bill. In general, the ban makes it a federal offense for an adult to transfer a handgun to a juvenile, or for a juvenile under the age of 18 to knowingly possess a handgun or handgun ammunition.
- **Youth Crime Gun Interdiction Initiative.** The Clinton Administration has strengthened efforts to clamp down on illicit gun markets, especially those that provide guns to children. The President directed the Bureau of Alcohol, Tobacco and Firearms to implement the Youth Crime Gun Interdiction Initiative now ongoing in 27 cities. Through this initiative, law enforcement are tracing all guns used in crime that are seized by Federal, State, and local law enforcement officers, and work with that trace information to help identify illegal gun traffickers -- and to help prosecute those who put guns into the hands of our nation's young people.
- **Child Safety Locks for Handguns.** The President signed a directive to every federal agency, requiring child safety locking devices with every handgun issued. And, in an historic agreement, eight major gun manufacturers followed the President's lead and have voluntarily agreed to provide child safety locking devices with all their handguns.

Combating Drug and Alcohol Use by Young People

- **Targeting Young People with a \$195 Million National Anti-Drug Media Campaign.** The Clinton Administration is funding a massive national media campaign to motivate America's youth to reject illegal drugs and substance

abuse. This \$195-million media campaign will rely on high-impact, anti-drug television and radio advertisements aired during prime-time.

- **Keeping Drugs Off the Street -- Seizures Are Up.** The Clinton Administration has increased seizures of marijuana by more than 80% -- from 787,523 pounds in 1992 to 1,429,922 pounds in 1996. And seizures of heroin are up 32% -- from 1,157 kilograms in 1992 to 1,532 kilograms in 1996.
- **Building and Strengthening 14,000 Community Anti-Drug Coalitions.** President Clinton signed into law the bipartisan Drug-Free Communities Program this year, which over the next five years will provide \$143.5 million to help community coalitions ride their streets of drugs.
- **Zero Alcohol Tolerance Laws for Youth.** Calling for action to reduce the deaths and injuries brought about by alcohol use and driving by teens, the President signed into law actions that require states to have Zero Alcohol Tolerance laws for youth. Forty-five states and the District of Columbia have enacted laws for zero alcohol tolerance for youths operating motor vehicles.