

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. form	Voices Against Violence participant registration form, Megan Ranney (1 page)	10/18/1999	P6/b(6)
001b. statement	Megan Ranney re Columbine HS tragedy (2 pages)	10/18/1999	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Deanne Benos (Subject File)
OA/Box Number: 21323

FOLDER TITLE:

Youth Violence Summit Event, 10/19/99 [1]

2012-0726-S

kc907

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Clinton Library Transfer Form

Case #, if applicable	2012-0726-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Deanne Benos	
Subgroup/Office of Origin	Domestic Policy Council	Subseries	Subject Files	
Folder Title	Youth Violence Summit Event, 10/19/99 [1]	OA Number	21323	Box Number
Description of Item(s)	Audio CD, US DOJ Fight For Your Rights: Take a Stand Against Violence, various artists. Stored in AV regular storage on 13-2-6-5			

Donor Information

Last Name:		First Name:		Middle Name:		Title:	
Affiliation:			Phone (Wk):		Phone (Hm):		
Street:			City:		State (or Country):		Zip:

Transferred to:	Audio/Visual Department
Other (Specify):	
Transferred by:	Kim Coryat
Transfer Point	During Processing

Date of Tranfer	6/27/2012
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Transfer Point	During Processing

Date of Tranfer	6/27/2012
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both violence summit events

- Kathy Alexander
- sent to GPH
- Bob Atkinson

Clinton Renews His Appeal on Gun Control

But Prospects for Passage Fade as Congress Remains Deadlocked

By ERIC SCHMITT

WASHINGTON, Oct. 19 — President Clinton today renewed his call to Congress to approve a far-reaching gun control bill, but prospects for its passage appeared increasingly bleak as lawmakers remained deadlocked over the pivotal issue of regulating gun shows.

Mr. Clinton used the backdrop of a daylong series of Capitol Hill events on youth violence to scold the Republican-controlled Congress for not tightening gun restrictions six months after 13 people and the two gunmen died in the massacre at Columbine High School in Littleton, Colo.

"We need Congress to help us keep guns out of the wrong hands," Mr. Clinton told more than 300 high school students from around the country who are attending a two-day conference sponsored mainly by House Democrats.

Broad bipartisan support exists for a range of gun-control measures, including a requirement for child-safety trigger locks, a ban on imported large-capacity ammunition clips and new restrictions for the possession of semiautomatic weapons by anyone under 18.

But these provisions, as well as scores of other unrelated juvenile crime measures, are imperiled because of the major sticking point on gun shows.

A Democrat-sponsored provision approved by the Senate in May required all vendors at gun shows to conduct mandatory background checks on customers and gave ven-

dors up to three days to perform those checks. Currently, only licensed dealers must conduct background checks, while hobbyists and collectors are exempt. The dealers have three days.

The House bill technically has no gun-control provisions, although representatives approved several new restrictions on firearms before the

The key to any deal on gun control lies with the House of Representatives.

entire package was defeated in June, largely by Democrats protesting the relative weakness of that package in comparison with the Senate bill.

House and Senate negotiators have met only once since then to reconcile the rival versions. The difficulty has been finding a compromise that a majority of Democrats, who are the main supporters of gun control, and a significant number of Republicans, can embrace.

Last week, House and Senate Republican leaders met to assess what compromise, if any, could be reached. The meeting ended inconclusively. Even if Republicans are able to work out a version among themselves that a majority of the House and Senate can approve, Pres-

ident Clinton has vowed to veto any bill that falls short on the gun show issue.

In the aftermath of the Columbine shootings, critics and supporters alike said public outrage would probably bridge the gulf over what has been an intractable political issue. But in the intervening months, both sides have hardened their positions and compromise now seems remote.

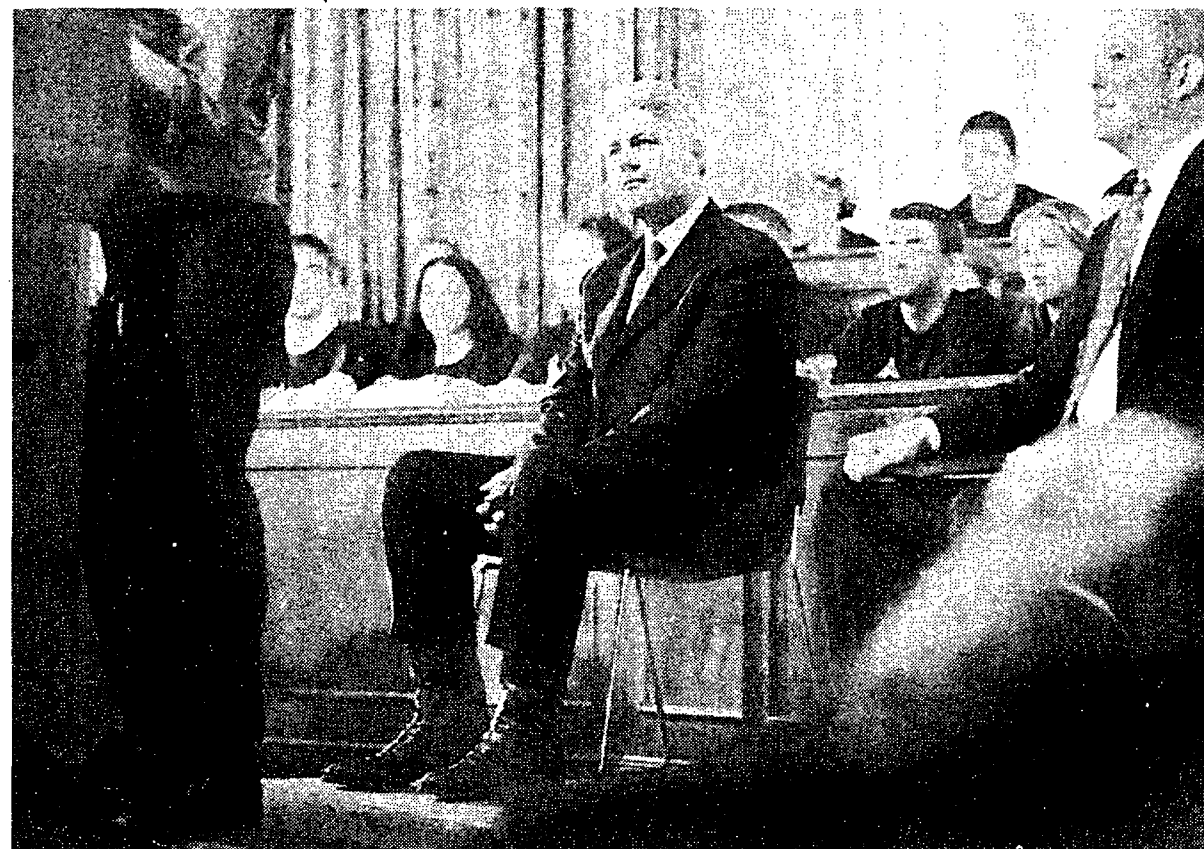
Senator Patrick J. Leahy, Democrat of Vermont, today accused Republicans of being captive to the National Rifle Association, which opposes the tougher gun show provisions, and said Congress would pass a bill "only if the gun lobby tells the Republican leadership it can."

But Republicans said the White House and Congressional Democratic leaders were refusing to compromise in order to use gun control as a campaign issue next year.

"Staging photo opportunities will not solve anything," Representative Bob Barr, a Georgia Republican who is one of the House negotiators, said today in criticizing Mr. Clinton.

Indeed, today's events on Capitol Hill, capped by Mr. Clinton's address, illustrates Democrats' continued confidence that most Americans share the party's advocacy of strict gun controls.

The key to any deal lies with the House. The two top negotiators, Representatives Henry J. Hyde, Republican of Illinois, and John Conyers Jr., Democrat of Michigan, have tried for weeks to find common ground. The latest Republican offer includes a provision giving vendors 24 hours



Stephen Crowley/The New York Times

President Clinton waited yesterday to address high school students attending an anti-violence conference on Capitol Hill. At right is the House minority leader, Representative Richard A. Gephardt of Missouri.

to conduct the mandatory background checks, unless that check turns up a disqualifying arrest or felony conviction. In that event, the dealer would have three days to complete the check.

Mr. Conyers was receptive to this proposal, but only if other problems could be ironed out.

Democrats, for instance, objected to Republicans' definition of a gun show as having at least five vendors.

Under this definition, they say, four vendors selling thousands of guns would be exempt.

"It is clear to me that the loophole-loving Republican leadership will sabotage any effort to arrive at meaningful legislation to close the gun show loopholes," Mr. Conyers said in a statement.

Mr. Hyde has faced an uphill fight selling any compromise to his own leadership, notably Representative

Tom DeLay of Texas, the majority whip.

Mr. DeLay has used gun control as an effective fund-raising tool, arousing fears among conservatives.

"Clinton and the anti-gun lobby are using the tragedies at Columbine High School and Georgia to stop you from exercising your right to own a gun and protect your family!" Mr. DeLay said in a new fund-raising letter sent this month.

How the Poll Was Conducted

The New York Times/CBS News Poll of American teen-agers is based on telephone interviews conducted Oct. 11 to Oct. 14 with 1,038 teen-agers throughout the United States.

Less than 1 in 5 households contains a teen-ager from the age of 13 through 17. Thus, from January 1999 through August 1999 The Times/CBS News Poll asked on each of its regular adult surveys if a teen-ager lived in the home. The households saying yes were subsequently called back for the poll of teen-agers. If a household had two or more teen-agers, one was randomly designated to be surveyed.

The original samples of telephone exchanges were randomly selected by a computer from a complete list of more than 42,000 active residential exchanges

across the country.

Within each exchange random digits were added to form a complete telephone number, thus permitting access to both listed and unlisted numbers.

The results have been weighted to adjust for the number of teen-agers in the household, the number of telephone lines into the residence, geographic region, the teen-agers' age, sex and race, and the education of the original adult respondent.

In theory, in 19 cases out of 20, the poll results will differ by no more than three percentage points in either direction from what would have been obtained by seeking out all American teen-agers. For smaller subgroups, the potential sampling error is larger.

rural teen-agers.

Teen-agers also reported extensive weapon-carrying at school, about as extensive as in 1994. Asked how many students at their school frequently carried a weapon, 2 percent replied that most did, 7 percent said that half did, 15 percent said that some did and 63 percent said that only a few "carried." (The question did not offer them the option of "none," although 8 percent nonetheless gave that response.) Asked how many of the weapon-toting students carried guns, just 4 percent said that some did, and just 2 percent said that most or half did.

Having is not the same as using, however. Only half as many teen-agers were worried about being shot in 1999 as in 1994, and the percentage of teen-agers who said they knew someone who had been shot in the last five years dropped to 34 percent, from 40 percent in 1994.

That drop in concern came despite an abundance of peers they saw as potential attackers. More than half of teen-agers reported the presence of students they considered "especially troubled, antisocial or perhaps prone to violence," and the most common answer they gave for the causes of school violence were "people being made fun of."

"Some of the alternative kids have been trouble," said Amy Nelson, 15, of Davenport, Iowa. "If you bump into them, and God forbid you do, they give you a dirty look."

Syanda Miley, 13, of Princeton, Ind., said, "There's not really an outcast group where you're thinking, 'What are they going to do?' But you never really know."

Yet the general trend was toward greater safety and less violence — perhaps, Dr. Potter suggested, because, "Things had gotten so bad they just had to get better."

In many other ways, things seem to have been getting better for American teen-agers. Certainly, no other generation has been so connected — to computers, and to each other through technology. Nearly two-thirds have computers at home, 10

percent have cellular phones, 17 percent have their own telephone number at home and 18 percent have pagers. A full 48 percent said they regularly went on line.

Delbert Billman, a 15-year-old ninth grader in Moses Lake, Wash., said his computer was "really important" to him: "It helps me get better grades and it saves time when I'm doing reports," he said.

Without a computer, Whitney

Bowles, 16, of Portland, Ore., said, "I would feel left out."

"Today it's an everyday essential for people to get by with," she said.

For all the alarm-sounding about the growing gap between the information "haves" and "have-nots," computer use appears strikingly uniform among teen-agers. White teen-agers were just slightly more likely than blacks to say they regularly used a computer at home; boys and girls reported similar levels of use, as did rural and urban teen-agers. And the disparity between rich and poor was surprisingly slim. Almost all teen-agers whose households had come below \$30,000 a year, 50 percent said they regularly used a computer at home, compared with 40 percent of those with household incomes over \$75,000 a year.

The teen-agers also reported generally respectful, honest and firm structured relations with their parents (though the poll's sample may have over-represented dutiful children because they were more likely to be at home to receive phone calls). Nearly 90 percent said they had rules on when to be home at night, and 75 percent said they had to follow rules about how much time to spend on the computer.

Still, if there is one constant about adolescence, it is that each generation struggles as if its growing pains had just been invented.

"People are just more serious about things now," said Jason Howell, 15, of Erin, Tenn. "They talk things very personally."

*Fear and Violence, Despite Some Concerns,
Decreased Among Teen-Agers, Poll Finds*

[New York Times, October 20, 1999]
[A20]

Suicide tends to get little attention, however, compared with the news coverage of events like the massacre at Columbine High School in Colorado and the political response to them. Yesterday, President Clinton attended a conference on youth violence on Capitol Hill, and told the gathered teen-agers that in the wake of school shootings at Columbine High and elsewhere, "we know that more and more students feel unsafe."

Indeed, 52 percent of teen-agers polled said they thought a Columbine-style attack could strike their school, despite the new security measures, from cameras to guards, that about half said had been installed in the last year. And about one-quarter said they wished their schools would take more safety measures.

Yet their awareness of the distant possibility of mass slaughter seemed to pale next to the heightened sense of safety stemming from the drop in crime against them. Over all, 45 percent considered their school safe or extremely safe, and 42 percent said it was somewhat safe, which, some experts say, may reflect some solid good sense.

"It's not that kids are in denial — I think they probably have better perspective than many parents," said James Alan Fox, the Lipman Professor of Criminal Justice at Northeastern University. "In the last couple of years there have been about four dozen school shootings each year. But there are 50 million schoolchildren, so the chances are literally one in a million."

Brandon Montgomery, a 17-year-old high school senior in Wytheville, Va., who was called for a follow-up interview after the poll, figured, "There are people out there that are crazy, and anything is possible. I'm not saying it couldn't happen. It's just that if I'm afraid all the time, what is my life worth?"

Students' perceptions of greater safety fit nicely with surveys by the Centers for Disease Control and Prevention indicating that for all the media attention to shootings, violence in schools has been declining slightly. Dr. Potter of the centers said. Between 1991 and 1997, they found, the number of students who reported having been in a physical fight decreased by 14 percent; those who said they had been injured in a fight decreased by 20 percent; and those who said they carried a weapon decreased by 30 percent, he said.

The exact reasons for all this good news have yet to be pinpointed, Dr. Potter noted, though theories range from the effects of greater parental supervision to better policing and a decline in the use of crack cocaine.

"I would say that school violence is down for the same reason that community violence is on the decline: mainly, because we're finally supervising our youngsters," said Jack Levin, director of the Brudnick Center on Violence at Northeastern University.

One thing that does not seem to have changed is access to guns.

Over all, 45 percent of teen-agers in the Times/CBS News poll said they or someone in their household owned a gun. Teen-agers in rural areas were twice as likely to have a gun in their households: 32 percent of urban teen-agers said they or someone in their household owned a gun, compared with 62 percent of

Teen-Agers' Sense of Safety

The biggest problem facing teen-agers is:	1994	1999
Drugs	37%	31%
Peer pressure	8	21
Violence/crime	22	9

Percentage of teen-agers who said the following security measures at their school were:	in place	new this year
Police officers or guards	58%	14%
Security cameras	37	10
Regular searches of student lockers	24	2
Metal detectors	7	2

How much do you worry about being a crime victim?	1994	1999
A lot	12%	6%
Some	28	18
Hardly ever	39	46
Never	22	30

Percentage who said they personally knew someone who had been shot	1994	1999
	40%	34%

A Look at Teen-Agers' Lives

Percentage of teen-agers who	All teens	Ages 13 to 15	Ages 16 and 17
Regularly use a computer at home	63%	66%	60%
Regularly go on line	48	51	44
Have their own E-mail address	42	41	43
Have a beeper	18	13	26
Have their own telephone number	17	16	20
Have a cell phone	10	6	17

Percentage whose parents set rules about:		Percentage who said they had broken those rules
What time they come home at night	87%	33%
What kind of movies they can see	45	10
The amount of television that can be watched	30	16
Amount of time spent on the computer	24	8
Whom they can be friends with	21	9

Percentage who said each was very important:	All teens	Girls	Boys
Being able to stand up for oneself	83%	83%	82%
Getting good grades	78	81	75
Being able to communicate your feelings	60	69	51
Having a lot of friends	47	41	53
Being involved in your community	32	36	29
Being physically attractive	21	21	22

Based on surveys of 13- to 17-year-olds nationwide. The latest poll was conducted Oct. 11 to 14 with 1,038 teen-agers. Those with no answer are not shown.

[New York Times, October 20, 1999]
[A20]

PRESIDENT CLINTON ANNOUNCES INITIATIVES TO PREVENT YOUTH VIOLENCE

October 15, 1999

In the aftermath of the tragedy in Littleton, the President and the First Lady called on Americans from all sectors to help prevent youth violence. Today, President Clinton will announce two new initiatives in this effort. First, he will unveil a new anti-violence public service advertising campaign on NBC and applaud video game manufacturers for taking steps he has called for to better inform parents and consumers of the content and ratings of the games. Second, the President will announce that he is creating a new White House Council on Youth Violence to ensure that the federal government's many efforts in this area are well-coordinated and serve the public as effectively as possible. Finally, the President will demand that Congress pass common-sense gun control measures, noting that Congress has let six months pass since Littleton and that the American people should not have to wait another day.

SPURRING ALL SECTORS OF SOCIETY TO HELP PREVENT YOUTH VIOLENCE

- The President will announce that on Monday, October 18, 1999, NBC will begin airing public service advertisements that focus on the interconnected issues of youth violence, diversity, prejudice and hate crimes as part of NBC's on-going "More You Know" public service campaign. The campaign will send messages to parents and students about the importance of resolving conflicts without resorting to violence and that prejudice and hate are harmful and can lead to tragic ends. In this effort, NBC is partnering with national organizations including the Anti-Defamation League, the National Urban League, the National Council of La Raza, the Human Rights Campaign, and the Leadership Conference Education Fund. The campaign includes an Internet site, and 1-800 numbers to link the public to more information and tools on combating youth violence, prejudice, and hate crimes. It also includes supplemental materials that have been sent to high schools and middle schools nationwide and can be used by teachers and parents as a guide to teach these life lessons.
- On August 17, 1999, the President announced the formation of a non-profit, non-partisan National Campaign to Prevent youth violence. Today, the President will highlight the National Campaign's initial efforts to launch a large scale media campaign, begin a grassroots violence reduction campaign, and improve the delivery of violence prevention resources nationwide.

DIRECTING THE FEDERAL GOVERNMENT TO DO ITS PART

- President Clinton will announce today that he is directing his Chief Domestic Policy Advisor to form a White House Council on Youth Violence. The Council will work to more effectively coordinate and implement policies across the Federal government that address issues of youth violence, including juvenile crime issues, public health issues, and school safety issues. Members of the Council will include the Attorney General and the Secretaries of Health and Human Services, Education, and Labor, as well as the Director of the Office of Management and Budget. The Council will specifically seek to provide better information to

citizens on Federal programs that address the issue of youth violence and provide resources and tools on best practices in combating the problem.

DEMANDING THAT CONGRESS ENACT COMMON SENSE GUN CONTROL LAWS

- Today, the President urged Congress to meet its responsibility to help reduce violence and improve public safety by passing common sense gun legislation. The President reiterated his call on the Congress to pass a balanced, bipartisan juvenile crime bill that includes the Senate-passed gun measures that would: close the gun show loophole; require child safety locks for handguns; bar the importation of large capacity ammunition clips; and ban violent juveniles from owning guns for life.

Draft 10/18/99 8:30 pm
Sam Afridi

**PRESIDENT WILLIAM J. CLINTON
REMARKS AT VOICES AGAINST VIOLENCE
WASHINGTON, DC
October 19, 1999**

Acknowledge: Rebecca Hunter (student), Congressman Gephardt, Congressman Frost, (Bonior, DeLauro), 130 Members of Congress who were involved; Secretary Riley; Jeff Bleich; dozens of organizations; MTV; parents, teachers, chaperones. And I want to thank all of you for taking responsibility, taking a stand and raising your voices against violence.

I can't think of a better time for you to be here on Capitol Hill. Later today, I will be meeting with Republican and Democratic congressional leaders to try and resolve our differences and work out a budget framework. I'm glad that we have so many young experts in conflict resolution here in Washington right now. If we can't get this budget deal settled, I might ask you to stay a couple extra days.

As you may know, in just a few days the resolution that funds our government programs will run out. This morning, I signed legislation that makes good on our commitment to veterans, housing, science and technology programs and also funds part of my New Markets proposal to help ensure all Americans share in our prosperity.

That's an important start. But now we need to use that same spirit of bipartisanship and common sense to finish the job and pass a budget that honors the values that brought all of you here to Washington. Most of all, we need a budget that makes education our number one priority.

I want to make sure that you have smaller class sizes—that we increase quality by fulfilling our commitment to put 100,000 teachers in the classroom. We need to invest in after school and summer school programs, in accountability to turn around failing schools, and in mentoring to give all young people a path to college success.

We're also working for a budget that adds up to 50,000 more community police and protects our environment. We must make the tough choices to accomplish all of this while maintaining our fiscal discipline, strengthening Social Security and Medicare, and paying down the debt. We need to build on our progress to make America a better, safer place in the 21st century.

And, of course, that's why all of you are here. You know, it was six months ago tomorrow that our whole country was rocked by the tragedy at Columbine High School. I'll never forget visiting with students and families in Littleton. It was one of the most difficult things I've done as President--but it was also one of the most uplifting experiences.

Because from that unspeakable loss, we saw students and families rallying together as one community and reclaiming their lives. It was the best of the American spirit—and it's that same spirit that brought you here to Washington this week.

I know you have a lot of work to do over the next two days. You are dealing with big questions. How do we make sure our schools are sanctuaries of safety? How do we recognize the early warning signs of violence? How do we teach others to resolve differences peacefully? How can we share good ideas from one community to another?

I want to make a few points this morning as you begin that work.

First, there are no simple, quick-fix solutions to this challenge. But one thing is certain: we won't solve it without you. The fact is, in many ways, you may have more influence in making a difference in a young person's life than I have as President or Congressman Gephardt has as leader or any other person in Washington. So don't underestimate the power of your voice. And keep using it.

Second, this conference is about more than youth violence. It's really about what kind of nation we're going to be as we move into the 21st century. You are a part of the largest, most diverse student body in the history of the United States. That ought to be our greatest strength going into the future. But that can only happen if we do all we can to make sure that every student is in a school that is safe—where they can learn—and grow together--where we don't let prejudice and intolerance divide us or tear us apart. We have to teach all of our young people to resist the urge to make themselves feel special by looking down on others if they're of a different race, a different religion, if they're gay. We have to build on the pledge and the work of people like Rebecca Hunter.

The third point I want to make is that ideas matter—and the kinds of ideas and initiatives you're focusing on will make a real difference in people's lives. More than six years ago when I took office, we had an idea about the right way to fight crime. We said let's take a balanced approach—by putting 100,000 more community police officers on the street, passing the Brady Bill, supporting common sense prevention that give our kids something to say yes to.

Many said it wouldn't work. But the evidence is in. This weekend, the FBI reported that we now have the lowest murder rate in 31 years. The juvenile violent crime arrest rate is the lowest in ten years. And overall crime has fallen for the seventh year in a row—the longest rate of decline in nearly 40 years.

And we're putting our common sense ideas to work in fighting school violence. With the help of leaders like Dick Gephardt and the other Members of Congress here, we established a zero tolerance policy for guns. We're putting new community police officers in schools where they're needed. We're supporting more after school programs, more mentoring, more conflict resolution and peer mediation.

We held the first-ever White House School Safety Conference.

We invested more than \$100 million in new safe schools/healthy students grants—putting needed resources into the best community solutions to fight youth violence. In August, we launched a national campaign against youth violence. And last Friday, I established a new White House Youth Violence Council to coordinate our work throughout government agencies so that we can learn from each other.

All of that is making a difference. Today, I am issuing our Second Annual Report on School Safety. And it shows once again that the vast majority of our schools are safe—and they're getting safer. Homicides in schools remain rare—crime rates are down both in and out of school—and fewer students are carrying weapons to school.

That's good news—but it's not good enough. One school crime is one too many. The mass shootings in Columbine; in Jonesboro, in Springfield, Oregon sent chills through us all. Too many students feel unsafe—and that has an impact on how they grow and learn and relate to fellow students.

We need to do more together—by engaging all sectors of our society to join you and be a part of the solution. That's why I'm proud that our Justice Department and Education Department worked with MTV to develop a Youth Action Guide and CD focusing on steps to reduce youth violence—such as mentoring, conflict resolution and youth advocacy. I want to thank the Recording Industry Association of America for their help in putting this CD together. We've already distributed over 250,000. Today, I'm announcing that the Justice Department will send out 200,000 more of these CDs to organizations around the country—after school programs, law enforcement agencies, foundations, and civic groups. This CD sounds the call for action—and it's another common sense tool and information resource that can make a big difference.

So we're working hard to do our part. You're doing your part. But there are some things only Congress can do and we need to make sure it does its part. One way Congress can take responsibility is by passing common sense gun safety legislation. Because we're fooling ourselves if we think we can end youth violence without addressing one of the undeniable catalysts: the appalling ease with which young people gain access to guns. We need to close the gun show loophole, require child safety locks, ban the import of large ammunition clips and help keep guns out of the hands of children and criminals. Six months after Columbine is long enough. Now is the time to get it done.

Congress also needs to declare that no one should be killed or injured because of who they are. We can't let anger, hatred, or prejudice destroy people's lives. We need to pass a strong Hate Crimes bill—[and we need to make sure that behind closed doors Congress doesn't undo Hate Crimes legislation that the Senate has already passed – *conferees meeting late Monday evening*]

I want you to know that the Members of Congress here and I are going to keep fighting to take responsibility and finish the job. Thank you for your commitment. Thank you for

raising your voices against violence. Keep it up and I'll make you this pledge: Make your voice heard on Capitol Hill—and you will make a difference around our nation.



"Mody, Rajiv" <Rajiv.Mody@mtv.com>

10/01/99 06:07:56 PM

Record Type: Record

To: Leanne A. Shimabukuro/OPD/EOP

cc: "Friedman, Steve" <Steve.Friedman@mtvn.com>

Subject: FW: agenda

Leanne,

Here's the most recent draft of the conference agenda that we have -raj

-----Original Message-----

From: Policelli, Maura [mailto:Maura.Policelli@mail.house.gov]

Sent: Thursday, September 23, 1999 12:29 PM

To: Mody, Rajiv

Subject: RE: agenda

sure

Revised as of: 9/22/99

"Voice Against Violence" Congressional Teen Conference

October 19th & 20th

Washington, DC

Draft Outline and Agenda

October 19th

7:45 - 9:00

9:30 *signed*
Continental Breakfast
Registration

9:00 - 10:45

Kick-off Event - Cannon Caucus Room

Welcome and introduction from Congressman Gephardt

Review of the agenda for the conference

Explanation of conference goals (resolution, etc.)

World Premiere Showing of the MTV "From Our Eyes" Production

MTV Video Jockey will moderate a discussion between the youth attendees and a panel which will consist of youth who were featured in the "From Our Eyes" Video

11:00 - 12:15 Morning Break Out Sessions on Defining the primary causes of youth violence and the fundamental needs for reducing youth violence.

Rooms: Cannon 121 (30), Longworth 1116 (40), HC-8 (30), 311 Cannon (40), 1302 Longworth (50), B-318 (40), 1129 Longworth (30), Cannon 340 (50), Ford 480 (70)

Objective: Youth will identify and explore the top five primary causes of youth violence as well as fundamental needs for reducing youth violence by sharing and debating their responses to the questionnaire.

Groupings: Youth will be divided based on their geographic region into 20 groups of approximately 20 students.

Facilitators: One youth and one adult

Members: Members of Congress will be asked to attend sessions with students from their region to LISTEN to the concerns and ideas of the youth

Twenty Break Out Sessions to Discuss the Causes and Needs of Youth Violence

Format: Students will have an interactive discussion and debate as to what are the top causes (question 1) of youth violence. The pre-conference questionnaire will serve as a basis for the discussion. Each breakout group will then select what they feel are the top five causes of youth violence.

The students will also discuss what they feel are the fundamental needs (question 2) for reducing youth violence.

Students will brainstorm and vote on the top 5 causes and top 3 needs and record them on a House Resolution drafting report.

Students will select one youth from their group to represent them on the House Resolution Drafting Committee (bring their report to this group as input to the final version).

12:15 - 1:00 Lunch

1:00 - 2:45 Resolution Drafting Committee

Selected youth and adult facilitators from each of the breakout groups will synthesize the Group Reports from the morning Break Out Sessions into the House Resolution.

Web Broadcast

Town hall meeting in a Talk Back Live format with a celebrity facilitator. Will give students from throughout the country the opportunity to take part in the conference.

Possible Panelists: Attorney General Janet Reno; Secretary of Education Richard Riley; Jim Garbarino, Cornell University; Shelia Peters, Clinical Psychologist; Bill Moffet, National Association of Criminal Defense

Lawyers

3:00 - 3:30 Regional Press

3:34 - 5:00 Break Out Sessions on Solving the Problems

Rooms: Cannon 121 (70), Longworth 1116 (40), HC-5 (100), HC-8 (30), HC-9 (30), HC-6 (30), 311 Cannon (40), 1302 Longworth (40), B-318 (30), Cannon 340 (50), 1129 Longworth (30), O'Neil 116 (40), Cannon 340 (40), Ford 480 (60)

Objective: Youth will learn about existing programs that address youth violence. They will be engaged in interactive demonstrations of violence prevention initiatives. Their experiences during these sessions will help them develop recommendations that they will bring to the October 20th morning regional meetings.

Groupings: Youth will be divided randomly (specifically to separate youth from their regional peers)

Facilitators: One youth, one adult

Presenters: Youth and/or adult who are currently involved with administering violence prevention programs in schools or communities

Possible Presenters During Break Out Sessions:

1. Job Training:
Mickey Busanet, Youth Force
Rudy Hernandez, Youth Build
Ed De Jesus, Youth Development Resource Center
2. Conflict Resolution:
Heather Pritchard, Conflict Resolution Education Network
Elizabeth Howard, Crusade
Maureen Meyer, Street Law, Inc.
3. Community Policing:
Monmouth County Prosecutor's Office
Fight Crime Invest in Youth
4. Bullying:
Stan Davis, Magic with Meaning
Fred Powers, Family Life Development Foundation
5. Anti-Violence Youth Development Programs:
Sherrie Brown & Company, National Coalition Building

Institute

6. Residential and Non-Residential Treatment Models for Youth Offenders:

National Association of Criminal Defense Lawyers
DOJ

7. Mentoring/Training:

Steve DeMasco - United Studios of Self Defense
Ron Anderson, Volunteers of America - Lighthouse Program

8. Diversity Training/Cultural Diversity:

Dr. Shelia Peters, Greene, Peters, and Associates
Officer Hill, Howell Township Police Department
Kristine Horner, SHINE
Howard County Human Rights Commission

9. The Effects of Violence in Video Games:

Dr. David Chiarella

10. Anti-Violence Media Campaigns:

Sarah Ingersol, OJJDP
Steve Friedman, MTV

11. Dress Codes/Curfews/Police in Schools:

Rachel King, ACLU
Association of Criminal Defense Lawyers

12. Limiting Youth Access to Weapons:

Educational Fund to end Handgun Violence
SAFE - Colorado Youth

13. Listening to Youth - Empowerment and Inclusion:

Children's Crusade
Jan Pascal

5:15 - 6:30

Second Break Out Sessions on Solving the Problems

Objective: Youth will learn about existing programs that address youth violence. They will be engaged in interactive demonstrations of violence prevention initiatives. Their experiences during these sessions will help them develop recommendations that they will bring to the October 20th morning regional meetings.

Groupings: Youth will be divided randomly (specifically to separate youth from their regional peers)

Facilitators: One youth, one adult

Presenters: Youth and/or adult who are currently involved with administering violence prevention programs in schools or communities. Same presenters as above. Youth will rotate (or presenters will rotate) so that youth experience two different presentations.

October 20th

7:30 - 9:00 Breakfast, Announcements & Keynote Speaker: Russell Caucus Room

Panel of Mental Health Professionals: Michael Faenza (National Mental Health Association), Kevin Dwyer, National Association of School Psychologists) and a few others

9:15 - 10:45 Regional Meetings

Rooms: Longworth 1116, HC-6, HC-9, HC-8, HC-7, Cannon 311, 1129 Longworth, O'Neil 116, Ford 480 (Need Five More Rooms)

Objectives: Selection of the best solutions to reducing youth violence--based on afternoon workshops from Oct. 19th. Youth will select the types of solutions that they want to include in the solutions section of the House Resolution. They will also work on an action plan for district-wide outreach and Youth Advisory Council development.

Groupings: 20 groups of approximately 20 youth (regionally divided into the same groups as the morning sessions on the 19th)

Facilitators: One youth and one adult

Members: Members of Congress will be encouraged to attend these sessions and assist in developing detailed action plans for how to follow up on the conference and create new anti-violence initiatives back in the district.

Format: Based on their experiences on Oct. 19th (learning about and experiencing various prevention initiatives) the youth will debate and vote on the top five TYPES of solutions to youth violence.

10:45 - 11:00 Break

Resolution Drafting Committee (delegates to the Resolution Committee will leave their regional meetings at this point and bring the results of their group's vote to the entire drafting committee that will be meeting in a separate room)

11:00 - 12:30 Skills Training Sessions (approximately 40 students divided into groups) - Not regional - so youth will be "mixed."

Rooms: Longworth 1116, Cannon 121, HC-6, HC-9, HC-7, Cannon 311, 1129 Longworth, O'Neil 116, Ford 480 (Need 5 more rooms)

By the end of these sessions, participants will have learned 3 mechanisms of ongoing outreach to young people in the district that will ultimately be used to form Youth Advisory Councils or other initiatives. They will also learn about specific youth-driven violence prevention initiatives in which to get involved.

Qualified youth and adult trainers will instruct the participants on how to:

14. conduct community youth forums
15. facilitate classroom-based focus groups
16. administer surveys and community-wide focus groups

Fact sheets will be distributed discussing each activity/skill. In addition, the trainers will instruct participants on specific steps on how to start Youth Advisory Councils.

Possible Presenters of Model Youth Programs:

National Coalition Building Institute
National Youth Network
SHINE
Do Something

12:30 - 2:30 Lunch & Presentation of Resolution for a Vote/Approval
Russell Caucus Room

Jan Pascal, U.S. Department of Education
Possible Sammy Sosa Presentation
Anti-Bullying Pledge (Family Life Development

Foundation)

Resolution Drafting Committee Presents the Compiled Report from the Break Out Groups to the whole body of students for a vote

3:00 - 5:00 Closing Session & Press Opportunities

Gephardt and two featured guests offer closing remarks

Selected young people, youth staff, and hill staff present the Youth House

-----Original Message-----

From: Mody, Rajiv [mailto:Rajiv.Mody@mtv.com]
Sent: Thursday, September 23, 1999 12:22 PM
To: Policelli, Maura
Subject: RE: agenda

hey maura,

can you just cut and paste the schedule to the email -- for some reason our computers don't open up the attachment. thanks -raj

-----Original Message-----

From: Policelli, Maura [mailto:Maura.Policelli@mail.house.gov]
Sent: Thursday, September 23, 1999 12:01 PM
To: rajiv.mody@mtv.com
Subject: agenda

<<teenviolenceagendawnames.wpd>>



"Mody, Rajiv" <Rajiv.Mody@mtv.com>

10/01/99 06:02:11 PM

Record Type: Record

To: Leanne A. Shimabukuro/OPD/EOP
cc: "Friedman, Steve" <Steve.Friedman@mtvn.com>
Subject: FW: Thru My Eyes Press Release

Leanne,

Here is a draft press release on the "Thru My Eyes" show -- JB, Holli and Betina will be at the event. Hope all is well and talk to you soon -raj

> -----Original Message-----

> From: bennett, allison

> Sent: Wednesday, September 15, 1999 11:37 AM

> To: Mody, Rajiv

> Cc: Friedman, Steve

> Subject: RE: Thru My Eyes Press Release

>

> <<ThruMyEyesrel.doc>> Please note that this is still a draft, and has yet
> to be finalized and approved.

>

> -----Original Message-----

> From: Mody, Rajiv

> Sent: Wednesday, September 15, 1999 10:46 AM

> To: bennett, allison

> Subject: Thru My Eyes Press Release

>

> hi Allison,

>

> I'm working with Steve Friedman and Dave Sirulnick on Choose or Lose, but

> am taking over for Ethan Zindler for the next three weeks who is getting

> married...

>

> Is there any way to get a copy of the current press release on Thru My

> Eyes? Thank you -raj



- ThruMyEyesrel.doc



MTV Premieres "*Fight For Your Rights: Through My Eyes*"

A Raw First-Person Look At Violence In America

Premieres On Saturday, October 24 At 10:00 PM (ET/PT)

Part of Channel's Year-Long Anti-Violence Campaign

(XXXX), New York, New York—MTV will premiere "*Fight For Your Rights: Through My Eyes*," the latest installment in the channel's year-long Emmy Award-winning anti-violence campaign, on Saturday, October 24 at 10:00 PM ET/PT.

Over the past year, the topic of violence among America's youth has been talked, written and hypothesized about; filmed, analyzed, and psychoanalyzed by virtually every kind of "expert" imaginable, from criminologists, psychologists, sociologists and politicians, to preachers, teachers, and parents. "*Fight For Your Rights: Through My Eyes*" moves beyond the polished rhetoric, theories, and projections and goes straight to the source, letting a handful of young Americans tell their own stories, in their own words.

In the spirit of the channel's popular series "*Unfiltered*," the MTV News team steps aside, handing over their cameras to five teenagers and young adults ranging in age from 15 to 24, who take viewers onto their streets, through their neighborhoods, and into their homes as they document how violence has come to personally affect their lives. In "*Fight For Your Rights: Through My Eyes*," the resulting footage is compiled and interwoven to create a raw and telling portrait of the many faces of violence in this country—from the perpetrators to the victims to the law enforcement crusaders who fight to reverse this frightening trend. In 30 minutes viewers take an intimate look at violence through the eyes of:

- JB, a 20-year-old gang member in Fort Worth Texas, who is trying to juggle his obligations and loyalty to two conflicting family units—the mother, wife and daughter he lives for, and the gang he would die for. Camera in-hand he takes viewers into both worlds, introducing his homeboys—showing how they live and become initiated; and his wife and mother who talk about how JB's violent lifestyle impacts their lives.
- 19-year-old Betina Lynn whose life was turned upside-down in May 1998 when fifteen year-old Kip Kinkle, a fellow high school student who, after murdering his parents, opened fire in the school cafeteria—killing 2 students, and severely injuring 25 others, including Betina Lynn. More than a year later, Betina Lynn still lives with two bullets lodged in her back, and is afflicted by the residual fears of post traumatic stress disorder. In "*Fight For Your Rights: Through My Eyes*," she explains how the shooting propelled her into a cycle of victimhood, leaving her disoriented and alienated from her peers. She then takes viewers along on her journey of recovery as she struggles to move from victim to survivor to anti-gun advocate.
- Shylon, 16, who, raised in a rough gang-infested Brooklyn neighborhood, has seen more than her share of violence. In response to the violence, drug dealing, and crime that are an every-day part of her life, Shylon learned early-on to develop a tough, intimidating exterior. Through the lens of her camera, viewers are given an uncensored look into her world as she tours the streets that are her neighborhood, pointing out which areas she can and can't safely venture, and just how far out of her way she has to go to avoid trouble. She also talks to a number of resident drug dealers and gangsters, including her brother Tyson, who is a member of the notorious Crips gang. Tyson speaks candidly to the camera about his shock at the racism he encountered in America when he first moved here from Jamaica. He also demonstrates how, after being severely beaten in middle school, he learned to hide razor blades in his mouth to defend himself from future

"Fight For Your Rights: Through My Eyes"

assaults. Much like JB, Tyson reveals his wish to move beyond violence.

- Holli, a 24-year-old rookie police officer dedicating her life to fighting violence and crime. With her camera, Holli takes viewers on a ride-along during her midnight patrol shift in Hartford, Connecticut, and tapes herself on her off-hours as she reflects on why she became an officer, and her thoughts on gang members and drug dealers.
- Ricky, a 23-year-old, who as a youngster moved from Stockton, California, where kids stole cars and joined gangs, to the white-picket-fence serenity and safety of Merrick Long Island. While he has never seen a gun, he grew up with a different kind of violence—violence behind closed doors, at the hands of his father who beat him severely throughout his childhood. Through religion, his father has managed to turn his life around and is now raising Ricky's younger brother without violence. But his father's rehabilitation can do nothing to retract the years of psychological damage he inflicted on Ricky. With his camera, Ricky takes viewers into the house where he still lives with his father, and confronts him about these years of abuse.

"Through My Eyes" is a programming highlight within MTV's year-long anti-violence campaign "Fight for Your Rights: Take a Stand Against Violence." Announced at the White House in October 1998, the campaign addresses the issue of violence as it affects the nation's youth, and focuses on solutions that are being instituted by the very people affected by violence. Some of the programs MTV has aired on channel since the campaign's inauguration include: *"Warning Signs,"* which examines the psychological factors contributing to youth violence and the "warning signs" of potentially violent behavior; *"Point Blank,"* a one-hour national debate on the issue of gun control and the role guns play in the lives of young people; and the Emmy-nominated *"Matthew's Murder,"* an in-depth look at violence against gays and lesbians across the country, centered around the tragic story of Matthew Shepard's murder. An updated version of *"Matthew's Murder,"* including new courtroom footage from the perpetrators' trials, as well as a report on the wide-reaching impact of this shocking tragedy, will air on October 12, in commemoration of the first anniversary of Matthew's death. Other upcoming installments within the campaign will include *"Driving While Black,"* an investigative report on the controversy surrounding racial profiling and how it affects American youths of color; and *"Rising Hate Crimes Among Youth,"* an examination of the alarming increase in hate-related incidents, to air on November 21.

In addition to the programming components of "Fight For Your Rights: Take A Stand Against Violence," MTV was joined by the U.S. Department of Justice, and the U.S. Department of Education in the co-creation of a special anti-violence youth action guide and CD which has been distributed to more than 200,000 young people across the country since April. The 24-page Action Guide booklet outlines specific ways that young people can reduce violence in their communities through mentoring, conflict resolution, youth crime watch, arts, and advocacy programs. It is packaged with a special CD featuring music from Lauryn Hill, Alanis Morissette, Tori Amos, Dave Matthews Band, Everclear and Backstreet Boys and contains recorded comments on the subject of violence from additional artists. The CD also contains educational CD-ROM content created by the National Center for Conflict Resolution.

"Fight For Your Rights: Through My Eyes" is produced by Ginny Sikes. Lucia Engstrom is Associate Producer. Lauren Lazin and Dave Sirulnick are Executive Producers.

MTV Networks, a unit of Viacom Inc., owns and operates five cable television programming services -- MTV: Music Television, MTV 2, VH1, Nickelodeon/Nick at Nite, and TV Land -- all of which are trademarks of MTV Networks. Information about MTV and MTV 2 is available on MTV Online, on America Online (Keyword: MTV) and the World Wide Web (<http://mtv.com>).

Contact: Marnie Malter
MTV Communications

Allison Bennett
MTV Communications

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Draft 10/18/99 5:15 pm
Sam Afridi

**PRESIDENT WILLIAM J. CLINTON
REMARKS AT VOICES AGAINST VIOLENCE
WASHINGTON, DC
October 19, 1999**

Acknowledge: Rebecca Hunter (student), Congressman Gephardt, Congressman Frost, (Bonior, DeLauro), 130 Members of Congress who were involved; Secretary Riley; Jeff Bleich; dozens of organizations; MTV; parents, teachers, chaperones. And I want to thank you for taking responsibility, taking a stand and raising your voices against violence.

I can't think of a better time for you to be here on Capitol Hill. Later today, I will be meeting with Republican and Democratic congressional leaders to try and resolve our differences and work out a budget framework. I'm glad that we have so many young experts in conflict resolution here in Washington right now. If we can't get this budget deal settled, I might ask you to stay a couple extra days.

As you may know, in just a few days the resolution that funds our government programs will run out. This morning, I signed legislation that makes good on our commitment to veterans, housing and science and technology programs.

That's an important start. But now we need to use that same spirit of bipartisanship and common sense to finish the job and pass a budget that honors the values that brought all of you here to Washington. Most of all, we need a budget that makes education our number one priority.

I want to make sure that you have smaller class sizes—that we increase quality by fulfilling our commitment to put 100,000 teachers in the classroom. We need to invest in after school and summer school programs, in accountability to turn around failing schools, and in mentoring to give all young people a path to college success.

X We're also working for a budget that adds 50,000 more community police--that protects our environment—and that saves Social Security and Medicare and pays down the debt. We need to build on our progress and make America a better, safer place in the 21st century.

That's why you're here. You know, it was six months ago ~~this week~~ ^{tomorrow Oct 20th} that our whole country was rocked by the tragedy at Columbine High School. I'll never forget visiting with students and families in Littleton. It was one of the most difficult things I've done as President--but it was also one of the most uplifting experiences.

Because from that unspeakable loss, we saw students and families rallying together as one community and reclaiming their lives. It was the best of the American spirit—and it's that

same spirit that brought you here to Washington this week.

I know you have a lot of work to do over the next two days. You are dealing with big questions. How do we make sure our schools are sanctuaries of safety? How do we recognize the early warning signs of violence? How do we teach others to resolve differences peacefully? How can we share good ideas from one community to another?

I want to make a few points this morning as you begin that work.

First, there are no simple, easy or quick-fix solutions to this challenge. But one thing is certain: we won't solve it without you. The fact is, in many ways, you may have more influence in making a difference in a young person's life than I have as President or Congressman Gephardt has as leader or any other person in Washington. So don't underestimate the power of your voice. And keep using it.

Second, this conference is about more than youth violence. It's really about what kind of nation we're going to be as we move into the 21st century. You are a part of the largest, most diverse student body in the history of the United States. That ought to be our greatest strength going into the future. But that can only happen if we do all we can to make sure that every student is in a school that is safe—where they can learn—and grow together--where we don't let prejudice and intolerance divide us or tear us apart. We have to teach all of our young people to resist the urge to make themselves feel special by looking down on others if they're of a different race, a different religion, if they're gay.

The third point I want to make is that ideas matter—and the kinds of ideas and initiatives you're focusing on will make a real difference in people's lives. More than six years ago when I took office, we had ^{given more} an idea about the right way to fight crime. We said let's take a balanced ~~X~~ approach—by putting community police officers on the street, passing the Brady Bill, supporting common sense prevention ~~programs~~ that give our kids something to say yes to.

Many said it wouldn't work. But the evidence is in. ^{And now} This weekend, the FBI reported we ~~X~~ now have the lowest murder rate in 31 years. Juvenile arrests are down ~~15~~ ⁸%-- And crime has fallen for the seventh year in a row—the longest rate of decline in nearly 40 years.

And we're putting our common sense ideas to work in fighting school violence. With the help of leaders like Dick Gephardt and the other Members of Congress here, we established a zero tolerance policy for guns and drugs. We're putting new community police officers in ~~schools where they're needed.~~ We're supporting more counselors in schools, more after school programs, more mentoring, more conflict resolution and peer mediation.

We held the first-ever White House School Safety Conference. We invested more than \$100 million in safe schools grants—putting new resources into the best community solutions to fight youth violence. ~~In August, we launched a national campaign against youth violence. And last Friday, I established a new White House Youth Violence Council to coordinate our work~~

throughout government agencies so that we can learn from each other.

All of that is making a difference. Today, I am issuing our Second Annual Report on School Safety. And it shows once again that the vast majority of our schools are safe—and they're getting safer. Homicides in schools remain rare—crime rates are down at school and away from school—fewer students are carrying weapons to school.

That's good news—but it's not good enough. The mass shootings that occurred in Columbine, in Jonesboro, in Springfield, Oregon sent chills through us all. Too many students feel unsafe—and that has an impact on how they grow and learn and relate to fellow students.

We need to do more and we need to do it together—by engaging all sectors of our society to join you and be a part of the solution. That's why I'm proud of the partnership we developed with MTV in support of their campaign urging young people to take a stand against violence. Through our partnership, MTV developed a Youth Action Guide and CD focusing on steps to reduce youth violence—such as mentoring, conflict resolution and youth advocacy. And we've already distributed over 250,000.

Today, I'm announcing that the Justice Department will send out 200,000 more of these CDs to youth organizations around the country—to after school programs, Boys and Girls Clubs, law enforcement agencies, foundations, and civic groups. This CD sounds the call for action—and it's another common sense tool and information resource that can make a big difference.

So we're doing our part. You're doing your part. But there are some things only Congress can do and we need to make sure it does its part.

One way Congress can do its part is by passing common sense gun safety legislation. Because we're fooling ourselves if we think we can end youth violence without addressing one of the undeniable catalysts: the appalling ease with which young people gain access to guns.

We need to require child safety locks, ban the import of large ammunition clips, close the gun show loophole, and keep guns out of the hands of children and criminals. Six months after Columbine is long enough. Now is the time.

Congress also needs to declare that no one should be killed or injured because of who they are. We can't let anger, hatred, or prejudice destroy anyone's life. We need to pass a strong Hate Crimes bill.

I want you to know that the Members of Congress here and I are going to keep fighting to do our part. Thank you again for doing your part. Thank you for raising your voices against violence. I ask you to keep making a difference. Make your voice heard on Capitol Hill—and you will make a difference around the country.

limitations
on punishing
joint + several.

A lot of companies
have a
history of
defective guns

Small firm

→ near

Rogan with

"Small Business Liability
Reform Act" marking up in House Judiciary
6th Tuesday

If you have under
25 employees, penalties capped

at twice compensatory or \$250,000 — whichever is lower.
would apply to Int'l

Knax

— Neal Weeks Report

— was inc. in the big product
liability that didn't passed
pass in Senate + those
last cry

(Rockefeller lead negotiator)

Worked out deal with Clinton
sent back to Senate + D'Amico
+ Feinstein tried to do some amendment
+ Lott tried to write in a handwritten
amendment, caused confusion, didn't consider Feinstein so all dem. opposed

Dingell

- All background checks
24 hour.
- No different rules for
different categories.

will support if
NCS System
improvement language

— No 3 days

no
concluded

Chuck Rieffer Lyle Affa.

5-4790

“Voices Against Violence” Congressional Teen Conference
Question and Answers
October 19, 1999

Q: What is the “Voices Against Violence” Congressional Teen Conference?

A: Sponsored by Minority Leader Dick Gephardt and the House Democratic Leadership, “Voices Against Violence” is a national teen conference designed to provide youth with the unique opportunity to impact the Congressional debate on youth violence and to create a national anti-violence message for their peers and develop local solutions. Over 350 teen leaders, who have shown exceptional leadership in combating violence in their communities, have been sponsored by over 100 members of Congress and their local school districts to attend. Many of the participants are themselves victims of violence who have chosen to turn their personal tragedies into proactive solutions.

Over the course of this two-day conference, students will share their ideas with members of Congress, national law enforcement and education officials and entertainment industry leaders regarding possible solutions to youth violence. They will also convene with their peers from regions all across the United States to identify the top five issues that they believe to be the primary causes of youth violence. Their end goal will be to produce a resolution with recommendations on reducing youth violence that they will use as a blueprint to establish Youth Advisory Councils back home.

Q: What other information is contained in the Annual Report on School Safety?

A: The report is composed of three parts: (1) A statistical analysis of the nature and scope of the school violence problem in the United States and abroad; (2) Highlights of the 54 community programs that the President recently awarded grants under the brand new Safe Schools/Healthy Students Initiative to encourage more community-wide collaboration on combating youth violence; and (3) A summary of information on model school violence prevention programs that have demonstrated effectiveness, such as the “Kid Power Program” in Jacksonville, Florida, which has successfully reduced youth violence and anti-social behaviors by as much as 40 percent among participating first through fifth graders.

Among other key findings, the report reveals that hate crimes in schools are often underreported, in part due to varying state definitions. However, some preliminary data show that 15 percent of 11, 13, and 15-year-olds had been bullied because of their religion or race, and 30 percent had been bullied with sexual jokes, comments or gestures directed at them. The next annual school safety report will contain new data from the National Crime Victimization Survey (NCVS) which initiated its first school hate crimes survey on hate language and graffiti in school in January.

Q: What are the prospects of Congress passing a Juvenile Justice bill this year?

A: This issue shouldn't be one of prospects or politics -- it should be all about public safety. On the same day of the 6-month anniversary of the tragedy at Littleton, the student leaders participating in the "Voices Against Violence" Conference will complete their work by ratifying a House resolution on reducing youth violence. Yet, ironically, in six months the Republican Leadership hasn't found the time to pass a Juvenile Justice bill with even the most modest, common sense gun safety provisions.

The President is willing to do his part to keep our communities safe -- by putting more police on the street, cracking down on illegal gun traffickers and providing new school safety resources to schools, like Columbine High School, that have been touched by such tragic acts of violence. However, it's now time for Congress to do their part and bring a bill to the floor that strengthens our nation's gun laws by preventing criminals from purchasing guns at gun shows without background checks; requiring safety locks to be provided with every handgun sold; banning the importation of high capacity ammunition clips; and barring the most violent juvenile offenders from ever possessing firearms.

We are interested to see if the teen conference leaders' youth violence resolution reaches the House floor before the Juvenile Justice bill does.

Q. What is your reaction to the news that Republicans, in the dead night, removed the Hate Crimes legislation from the pending appropriations bill?

A. The Administration believes that is a very wrong and bad decision. In just the last year we've had a series of tragedies that have reminded us of the need to send a strong message to those who sow hate and try and divide us. This isn't a Democratic or Republican problem, it's a problem that America needs to solve together. There is broad support for this measure nationally, and the President will not give up on this effort.

Q: How many hate crimes are there each year? Are hate crimes increasing?

A: In 1998, there were 7,755 reported incidents of hate crimes -- down from 8049 reported incidents in 1997. However, these statistics show that hate crimes are still a serious problem in this country. Furthermore, hate crimes based on sexual orientation increased by over 12 percent in 1998, confirming what many advocates have been saying all along. But these statistics almost certainly under-report hate crimes to a significant extent, despite improvements in reporting. There are two reasons for thinking that current statistics under-report hate crime. First and most important, submission of hate crimes data to the FBI is voluntary, and many law enforcement agencies do not submit data at all or submit incomplete data. In addition, many victims of hate crimes fail to report the

PRESIDENT CLINTON: WORKING WITH YOUNG PEOPLE TO COMBAT YOUTH VIOLENCE

October 19, 1999

At a Congressional youth violence conference attended by over 350 teen leaders from around the country, President Clinton will reiterate his call on all sectors of society to join young people in taking action to combat youth violence. At the conference, President Clinton will release the findings of the second Annual Report on School Safety, a joint report prepared by the Departments of Justice and Education, that contains updated data on school crime and youth violence. The President also will announce that the Justice Department, in a public-private partnership with MTV, will send new tools for young people to take a stand against violence.

SECOND ANNUAL REPORT ON SCHOOL SAFETY. The President will release the findings of the second Annual Report on School Safety – a report intended to give parents, principals, youth, and policy makers an accurate, yearly snapshot of school crime, as well as information on practical steps they can take to make their schools safer. Key findings on school crime include:

- **While homicides in school remain extremely rare, multiple victim school homicides have increased.** Less than one percent of the total number of children nationwide who were murdered or committed suicide were killed at school. And the number of school-associated violent death incidents decreased from 55 in the 1992-93 school year to 46 in the 1997-98 school year. However, the number of multiple victim homicide events has steadily increased from zero in 1993-94 school year to five in the 1997-98 school year.
- **Overall crime rates are down at school and away from school.** The overall school crime rate declined from 155 school-related crimes for every 1,000 students ages 12 to 18 in 1993, to about 102 crimes in 1997. Between 1993 and 1997, crime victimization rates outside of school declined from 139 crimes for every 1,000 students to 117 crimes.
- **Most school crime is not serious violent crime.** Serious violent crime at schools comprises about ten percent of all school crime, and has continued to decline. About 90 percent of all injuries at school were not the result of violence, but were unintentional (e.g., through falls, sports). Property crimes constitute the majority of school crime: in 1997, thefts accounted for 61 percent of all crime committed against students
- **Fewer students are carrying weapons to school and getting into fights.** Between 1993 and 1997, there was a decrease in the percentage of high school students – across sex, grade, and ethnic subgroups -- who carried a weapon on school property, as well as a decline in the percentage of students who got in physical fights on school property. The number of students expelled for bringing a gun to school decreased from 5,724 in the 1996-97 school year to 3,930 in the 1997-98 school year.

THE PRESIDENT'S CALL TO ACTION. Despite encouraging crime trends, more must be

done to engage every sector of society to combat and prevent youth violence. To this end, President Clinton will announce that the Justice Department will send out tools for young people to reduce violence in their communities. He will also call on the Congress to meet its responsibility and pass common sense gun legislation to help reduce gun violence and keep guns out of the hands of children and criminals.

- **Providing resources and solutions for young people.** Today, the President will announce that the Justice Department will send out 200,000 copies of an enhanced CD and Youth Action Guide developed in partnership with MTV, the Department of Education and the Recording Industry Association of America (RIAA). The CDs and Youth Action Guides will be distributed to youth-serving organizations such as after school programs, Boys and Girls Clubs, juvenile justice and law enforcement agencies, and foundations.
- **Reaching youth through a year-long partnership with MTV.** At the first-ever White House Conference on School Safety last year, the President announced the formation of the partnership between the Departments of Justice and Education, and MTV to support MTV's year-long youth violence campaign. Since its launch, the campaign has been reaching out to and educating young people on youth violence and linking them to anti-violence resources. Through support from the Justice and Education Departments, MTV developed the 24-page Youth Action Guide -- focused on the steps young people can take to prevent youth violence, such as mentoring, conflict resolution, and youth advocacy. The partnership also developed an enhanced CD that contains an interactive conflict resolution program as well as music and anti-violence messages from popular musicians. RIAA donated labor and materials to press the enhanced CD. To date, over 250,000 CDs and youth action guides have been distributed through a Justice Department 1-800 number, MTV's web site, and other requests.
- **Urging the Republican Leadership to enact common sense gun legislation.** Six months after the tragedy at Columbine High School, the President will reiterate his call on the Republican leadership do its part to reduce youth violence by passing common sense gun legislation. The President will challenge the Congress to finish its work and quickly pass a balanced, bipartisan juvenile crime bill that includes strong gun measures that would: close the gun show loophole; require child safety locks for handguns; ban the importation of large capacity ammunition clips; and bar violent juveniles from owning guns for life.
- **President Clinton: Taking the lead on youth violence.** To bolster other Administration efforts and spur a grassroots movement to address juvenile crime, the President announced the formation of a National Campaign Against Youth Violence last August. The President took additional action last week and signed a directive to create a White House Council on Youth Violence to ensure that the federal government's many efforts in this area are well-coordinated and serve the public as effectively as possible.



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001a. form	Voices Against Violence participant registration form, Megan Ranney (1 page)	10/18/1999	P6/b(6)

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Deanne Benos (Subject File)
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FOLDER TITLE:

Youth Violence Summit Event, 10/19/99 [1]

2012-0726-S
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RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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001b. statement	Megan Ranney re Columbine HS tragedy (2 pages)	10/18/1999	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Deanne Benos (Subject File)
OA/Box Number: 21323

FOLDER TITLE:

Youth Violence Summit Event, 10/19/99 [1]

2012-0726-S
kc907

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1999 Annual Report on School Safety

Safe Schools



*02/11/1997 -
Dec 31, 1997
One 30, 1998*

1999 Annual Report on School Safety

School

A joint report prepared by the
U.S. Department of Education and
the U.S. Department of Justice

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Introduction

The vast majority of America's schools are safe places. In fact, notwithstanding the disturbing reports of violence in our schools, they are becoming even safer. But the fears of students, teachers and parents are real. And it is true that some schools have serious crime and violence problems. The *Annual Report on School Safety* is a guide for use in combating these fears and problems.

The 1999 edition of the *Annual Report* is designed to complement its predecessor. It presents an updated description of the nature and extent of crime and violence on school property. It shows what measures some schools have taken to prevent and address school violence, refining and revising the program information provided last year. And it captures the spirit of 54 communities around the country that have taken to heart one chapter in particular from last year's *Annual Report*, entitled *What Communities Can Do Through Collaboration*. This *Annual Report* is divided into four chapters: The Nature and Scope of School Violence; Safe Schools/Healthy Students—Collaboration in Action; Model Programs; and Resources.

Chapter 1 presents the nature and scope of school violence in the United States and abroad. The national perspective on school crime and safety issues examines data on homicides and suicides at school, injuries at school, crimes against students, crimes against teachers, weapons at school, the consequences of bringing firearms to school, and student perceptions of school safety. More detailed presentations of these and other related national data can be found in the *Indicators of School Crime and Safety, 1999* by the National Center for Education Statistics and the Bureau of Justice Statistics (see References). This year, Chapter 1 also includes both an international perspective on school violence, comparing data across a number of different countries on feelings of safety, bullying and student behavior, as well as a discussion of hate crime and harassment legislation and related statistics.

Chapter 2 highlights 54 communities that are putting into practice the collaborative, problem-solving model featured in the second chapter of last year's *Annual Report*. The President recently announced that these communities would receive grants under the brand new Safe Schools/Healthy Students Initiative. The Initiative promotes comprehensive strategies that provide students, schools, and communities the benefit of enhanced educational, mental health, social service, law enforcement, and, as appropriate, juvenile justice system services. The *Annual Report* will track the progress of these communities in years to come.

Chapter 3 presents summary information on school violence prevention and related programs that work—programs that are well designed, have demonstrated effectiveness, and can be implemented as part of a comprehensive school safety plan. The programs included in this chapter are intended to complement, not replace, those programs described in last year's *Annual Report*. Not surprisingly, some of the programs are the same, but a year's worth of additional learning has allowed the identification of new, effective programs.

Chapter 4 lists resources for more information about school safety and crime issues. These resources include organizations, Web sites, listserves, videos, Federal resources, and publications.

Throughout the *Annual Report*, school profiles focus on several schools that are doing an exemplary job of creating and maintaining safe environments. These schools were identified through a competitive process by the U.S. Department of Education's Recognition Program. One school, Gonzalo Garza Independence High School, is included as a model alternative school providing personalized services for at-risk students.

The Nature and Scope of School Violence

CHAPTER 1

The recent school shootings have drawn heightened public attention to school crime and safety. Unfortunately, public perceptions of school safety are often fueled by media accounts that play up tragic events and fail to provide a real understanding of the accomplishments of schools or the problems they face. The heightened public attention does provide an opportunity to closely examine what is happening in schools today. As we learn more, we can use that knowledge to fashion rational policies and strategies for preventing crime and increasing school safety.

Assessing the safety of our schools, on both national and international levels, is a complex undertaking. This report brings together, in one document, critical information gleaned from numerous surveys and reports. While we do not know as much about threats to school safety as we might like, this document is a starting point from which an initial assessment of school safety emerges. As more schools and jurisdictions collect data on school crime and safety issues, we will be able to eliminate information gaps. Readers should note that this report specifically addresses intentional injuries and crimes against students and teachers. A small amount of information on unintentional injuries and accidents is presented as well.

The first section of this chapter presents national data on school crime and youth violence. Data on international school crime and youth violence follow. The chapter concludes with information on hate crime and harassment.

Data used in this chapter are drawn from several different studies conducted by the Bureau of Justice Statistics, the Centers for Disease Control and Prevention, the National Center for Education Statistics, the National Institute of Child Health and Human Development, and the Survey Research Center of the University of Michigan. A complete list of the studies is included in the References section of this report.

All the studies used nationally representative samples, except for the data source on school-associated violent deaths (which tracked all school-associated violent deaths in the country), and the data source for unintentional injuries (which used the school National Pediatric Trauma Registry to identify cases from 74 hospitals in 30 states). Data sources for the other studies varied. Some surveyed different populations of students, another surveyed teachers, and yet another surveyed other school staff. Definitions of crime, age groups analyzed, and time periods can vary from indicator to indicator. The reader should also note that definitions vary across studies. For example,

“at school” and “away from school” may have different meanings, depending upon the study.

For a more complete understanding of most of the data in this report, see *Indicators of School Crime and Safety, 1999*, or the original studies listed in the References section.

A NATIONAL PERSPECTIVE

Building on data provided in the 1998 *Annual Report on School Safety*, this section provides a national picture of American schools and the amount of violence and crime experienced by those who work and learn there. Where possible, data are presented that update the 1998 *Annual Report*, so that progress in combating school violence may be tracked and analyzed. Several data sources have been added to this year's *Annual Report*. Figures with the ♦ icon have been updated from last year's *Annual Report*.

This section attempts to address those questions at the heart of the school safety issue. Are most injuries that occur at school the result of violence? How much crime is occurring in our Nation's schools? Are schools more or less safe than in the past? Do students feel safe at school? What kinds of crimes are occurring? How likely is it that students or teachers will become the victims of school crime?

After a relatively quiet 1998-99 school year, we were subjected to a rude and tragic awakening after the shootings at Columbine High School. We were reminded once again that while homicides at school are extremely rare events, they do occur and they affect the perspective of all Americans, especially school children.

Homicides at school remain extremely rare events.

While multiple homicide events have captured headlines in recent years, there still exists a less than one in a million chance of suffering a school-associated violent death, but even that is too much.

- Preliminary data indicate that less than one percent of the more than 2,500 children nationwide who were murdered or committed suicide in the first half of the 1997-1998 school year (July 1, 1997 – December 31, 1997) were at school (on school property, at a school sponsored event, or on the way to or from school or a school sponsored event).
- For the complete school year (July 1, 1997 through June 30, 1998), there were 58 school-associated violent deaths (student and non-students) that resulted from 46 incidents. Forty-six of these violent deaths were homicides, 11 were suicides, and one teenager was killed by a law enforcement officer in the course of duty.

Total Number of Students, Teachers, and Schools

	TOTAL	PUBLIC	PRIVATE
9TH GRADE	3,776,039	3,415,151	360,888
12TH GRADE	2,938,754	2,673,067	265,687
ELEMENTARY SCHOOLS	64,800	48,000	16,800
HIGH SCHOOLS	17,800	15,300	2,500
TOTAL SCHOOLS	109,000	81,300	27,700

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

Note: Number of students (public and private) are projected data from 1997-98.
Number of public schools are from 1996-1997; number of private schools are from 1995-96.

Source: Digest of Education Statistics, 1998 (May 1999, NCES-1999-036); Overview of Public Elementary and Secondary Schools and Districts, School Year 1997-1998 (October 1998, NCES 98-204); Public School Student, Staff, and Graduate Counts by State, School Year 1997-1998 (August 1999, NCES 1999-327); Private School Universe Survey, 1997-1998 (August 1999, NCES 1999-319)

- Among the homicide deaths, 29 were single homicides, 14 were homicides in events with multiple victims, and three were part of a combination homicide/suicide. Among the homicide victims, 30 (65 percent) were male. Also, 34 (74 percent) were school aged children, six (13 percent) were school staff, and six (13 percent) were not affiliated with any school.
- Thirty-two (70 percent) of the homicides at school occurred on school property, one (2 percent) occurred at a school sponsored event, and 13 (28 percent) occurred in transit to or from school or a school sponsored event.
- Of the suicide deaths, eight were single suicides, and three were part of a combination homicide/suicide. Among the suicide victims, 10 (91 percent) were male, six (55 percent) were school aged children, one (9 percent) was school staff, and four (36 percent) were not affiliated with any school.
- Nine (82 percent) of the suicides occurred on school property. Two (18 percent) occurred in transit to or from school or at a school sponsored event.

The number of multiple victim homicide events at school has increased.

Although there were fewer school-associated violent death incidents in the 1997-98 school year (46 total) than in 1992-93 (55 total), the total number of multiple victim homicide events appears to have increased (see figure 1). Multiple victim homicides include events where an offender fatally injured more than one victim. Combination homicide/suicides and multiple suicides are excluded from this count.

- Since the 1992-93 school year, there has been at least one multiple victim homicide event each year (except for the 1993-1994 school year). The number increased from two events in 1992-93 to five events in 1997-98.

Most injuries that occur at school are not the result of violence.

Among children (ages five through 18) who were admitted to a pediatric trauma unit or children's hospital for an injury sustained at school, 90 percent were injured unintentionally through falls, sports, and school equipment (for example, wood shop equipment).

- Falls were the most common type of school injury, accounting for 43 percent of all admissions.

Fig. 1: Multiple Victim Homicide Events at School

Number of Events At All Schools With Multiple Homicide Victims: School Year 1992-93 to School Year 1997-98

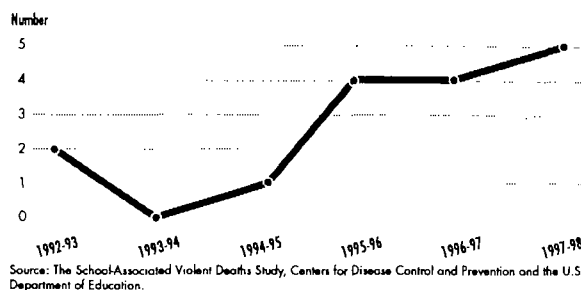
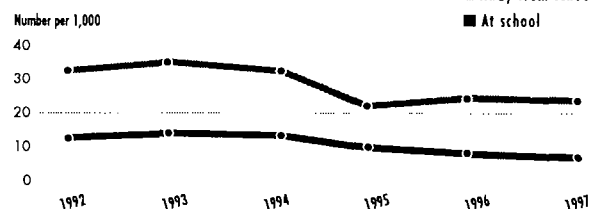


Fig. 2: Serious Violent Crime Against Students At and Away from School

Number of Serious Violent Crimes Against Students Ages 12 Through 18 per 1,000 students: 1992 to 1997



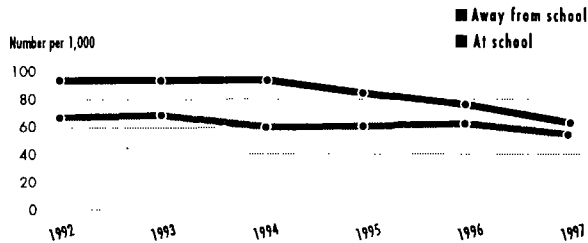
Despite recent occurrences, schools should not be singled out as especially dangerous places in the community. Most school crime is theft, not serious violent crime.

The nature of crime away from school is far more serious than at school. Thankfully, serious violent crime rates (as well as theft rates) are down both at school and away from school as compared with the 1996 data presented in last year's *Annual Report*.

- Students ages 12 through 18 were more likely to be victims of serious violent crime away from school than at school. In 1997, about 24 of every 1,000 students (ages 12 to 18) were victims of serious violent crimes away from school (a total of 635,900 serious violent crimes). In contrast, only eight of every 1,000 students were victims of serious violent crimes at school or going to and from school (201,800 total) (see figure 2).

◆ Fig. 3: Thefts Against Students At and Away from School

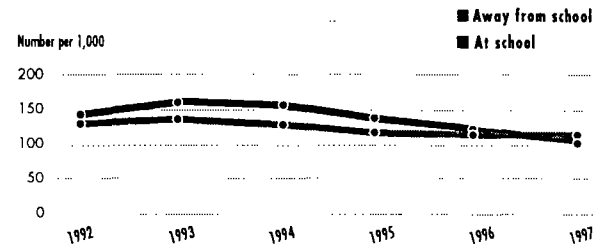
Number of thefts against students ages 12 through 18 per 1,000 students: 1992 to 1997



Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1997.

◆ Fig. 4: Total Crimes Against Students At and Away from School

Number of total crimes¹ against students ages 12 through 18 per 1,000 students: 1992 to 1997

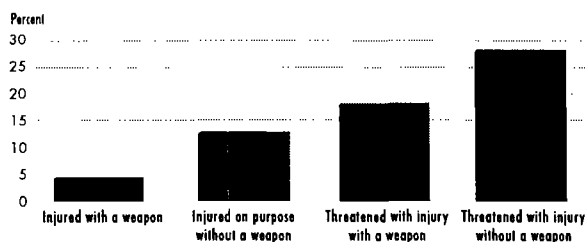


¹ Total crimes include thefts and violent crimes. Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 1997.

◆ Fig. 5: Reported Injuries or Threats by Students

Percent of 12th grade students at public and private schools who reported being injured or threatened with injury at school during the past 12 months: 1997

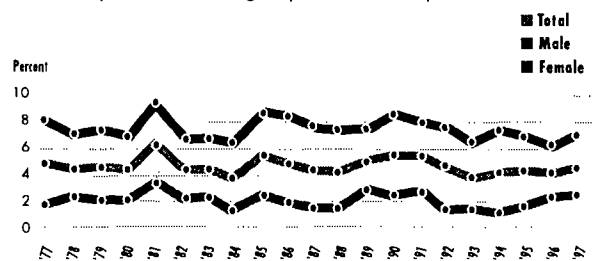


Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future, 1997.

◆ Fig. 6: Injuries at School, With a Weapon

Percentage of 12th graders who reported that someone had injured them with a weapon at school during the past 12 months, by sex: 1977 to 1997



Note: Examples of weapons are knives, guns, and clubs. "At school" means inside or outside the school building or on a school bus.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1977 to 1997.

- In 1997, there were 63 thefts for every 1,000 students (ages 12 to 18) at school (see figure 3). Theft accounted for about 61 percent of all crime against students at school that year.

Students in school today are less likely to be victimized than in previous years.

Since 1993, the overall school crime rate for students ages 12 to 18 has declined as have rates of crime outside of school for this group.

- The overall school crime rate between 1993 and 1997 declined, from about 155 school-related crimes for every 1,000 students ages 12 to 18 in 1993 to about 102 such crimes in 1997. Crime victimization outside of school declined from about 139 crimes for every 1,000 students in this age group in 1993 to 117 such crimes in 1997 (see figure 4).

Does this take into account 1999 incidents?

- In 1997, 5 percent of all 12th graders reported that they had been injured on purpose with a weapon such as a knife, gun, or club during the prior 12 months while they were at school, and 14 percent reported that they had been injured on purpose without a weapon. These numbers have remained fairly stable over the past 20 years (see figures 5 and 6).

Teachers are victims of crime at school as well.

As with student crime, most crimes against teachers are thefts. Teachers in urban schools are more vulnerable to crime at school than are suburban school teachers.

- On average, each year from 1993 to 1997 there were 131,400 violent crimes against teachers at school and 222,800 thefts from teachers at school, as reported by teachers from both public and private schools. This translates into a rate of 31 violent crimes for every 1,000 teachers and a rate of 53 thefts for every 1,000 teachers.
- On average each year from 1993 to 1997, about 4 out of every 1,000 elementary, middle, and high school teachers were the victims of serious violent crime at school (see figure 7).
- Teachers in urban schools (39 for every 1,000 teachers) were more likely to be victims of violent crime than were teachers in suburban schools (22 for every 1,000 teachers) (see figure 8).

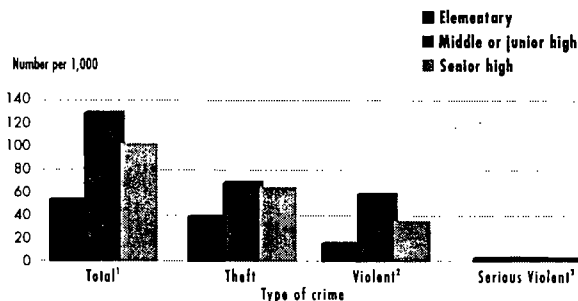
Fewer students are carrying weapons and engaging in physical fights on school grounds. However, certain groups of students are at greater risk than others for these activities.

The presence of weapons and physical fights at school are dangerous and disruptive to the learning environment. Contrary to public perception, however, student weapon carrying and physical fighting have declined steadily in recent years.

- Between 1993 and 1997, there was a significant decrease in the percentage of high school students who carried a weapon (for example, a club, knife, or gun) on school property, and in the percentage of students in a physical fight on school property, on at least one of the 30 days preceding the survey (see figure 9).
- These declines were similar across sex, grade, and race/ethnic subgroups, but male students, younger students, and Black and Hispanic students were consistently more likely than their peers to engage in these behaviors.
- About 3 percent of 12th grade students reported carrying a gun to school at least one day during the previous 4-week period. This percentage remained fairly stable from 1994 to 1997 (see figure 10).

Fig. 7: Nonfatal Crimes Against Teachers at School by Instructional Level

Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and instructional level from 1993 to 1997⁴



¹ Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault and theft.

² Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

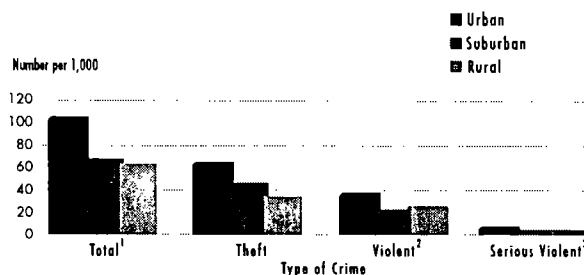
³ Serious violent crimes include rape/sexual assault, robbery, and aggravated assault which are included in violent crime.

⁴ An average rate was calculated for data aggregated from 1993 to 1997.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1993 to 1997.

Fig. 8: Nonfatal Crimes Against Teachers at School by Urbanity

Number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and instructional level from 1993 to 1997⁴



¹ Total crimes include rape/sexual assault, robbery, aggravated assault, simple assault and theft.

² Violent crimes include rape/sexual assault, robbery, aggravated assault, and simple assault.

³ Serious violent crimes include rape/sexual assault, robbery, and aggravated assault which are included in violent crime.

⁴ An average rate was calculated for data aggregated from 1993 to 1997.

Source: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1993 to 1997.

There are consequences for students who carry firearms to school.

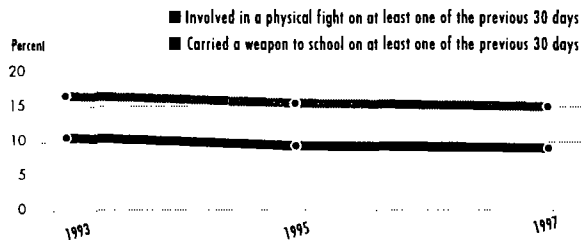
- For the 1997-98 school year, States and territories reported that they had expelled an estimated 3,930 students for bringing a firearm to school. The number of expulsions declined from 6,093 for the 1996-1997 school year.
- In part, this decline is due to improvements in data collection and reporting. Therefore, caution should be used when interpreting these data.

★
Not guidance
on this
issue?

Challenge 1

Fig. 9: Weapon Carrying and Physical Fighting Trends

Percentage of Students in Grades 9 Through 12 Who Reported Carrying a Weapon or Fighting on School Property on One or More of the Past 30 Days: 1993, 1995, 1997

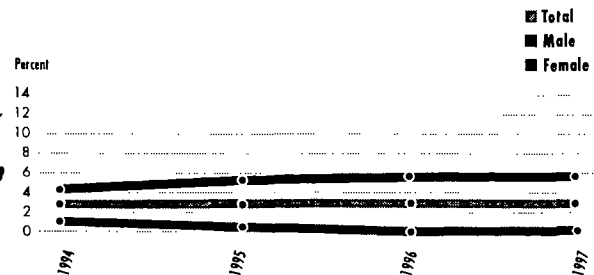


Note: Examples of weapons are knives, guns, and clubs. "On school property" was not defined for the questionnaire respondent.

Source: Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance System.

Fig. 10: 12th Graders Carrying a Gun to School

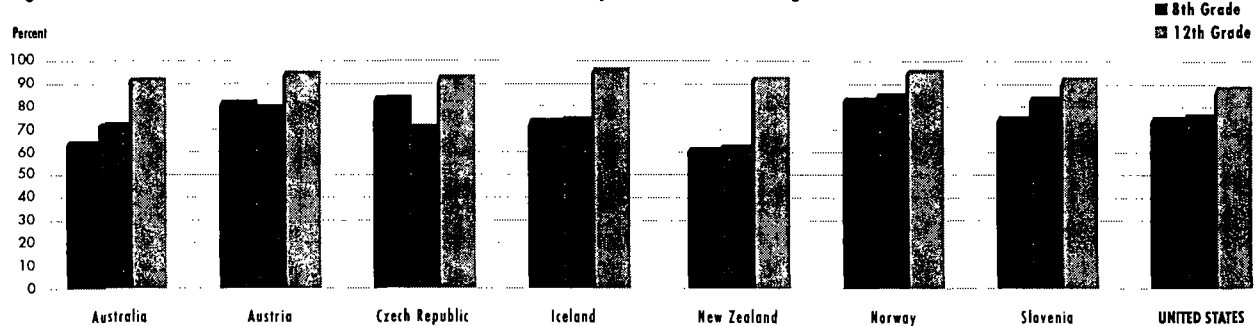
Percentage of 12th graders who reported carrying a gun to school at least one day in the past four weeks, by gender: 1994 to 1997



Note: "To school" was not defined for the questionnaire respondent.

Source: University of Michigan, Survey Research Center, Institute for Social Research, Monitoring the Future Study, 1994 to 1997.

Fig. 11: 4th-, 8th-, and 12th-Grade Students Who Were Not Threatened by Another Student During the Past Month



Source: IEA Third International Mathematics and Science Study 1995-1996.

- Fewer than half of the students expelled during the 1997-98 school year were referred for alternative placements. Students expelled for firearms often do not receive educational services through alternative programs or schools. Currently, very little is known about the number or nature of alternative programs. The U.S. Department of Education is conducting a survey of school districts to help provide better information about these programs and schools. Information from this study will be available in 2001.

Minority students and young students feel less safe at school than others.

- According to the 1998 National Assessment of Educational Progress (NAEP), higher percentages of Black and Hispanic 4th grade students reported feeling "very unsafe" at school (9 percent and 6 percent, respectively) than did White students at that grade level (2 percent).
- According to the 1998 NAEP, compared to 4th and 8th grade students, fewer 12th grade students reported feeling "very unsafe" at school, regardless of race.

AN INTERNATIONAL PERSPECTIVE

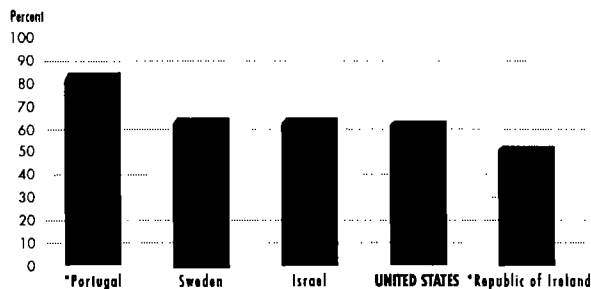
The U.S. is not the only country that confronts youth and school violence. While it is difficult to compare the U.S. to other countries on school safety and youth violence issues, several studies have been conducted across countries that provide comparable data on feelings of safety, bullying, and student behavior. The data from these studies are presented in this section.

The Third International Mathematical and Sciences Study (TIMSS)

TIMSS, conducted in 1995, consists of data from half a million students in 4th, 8th, and 12th grades in 41 countries. The eight countries that had data at all three levels were used in this report.

- Across several countries, older students were more likely than younger students not to have been threatened by another student (see figure 11).

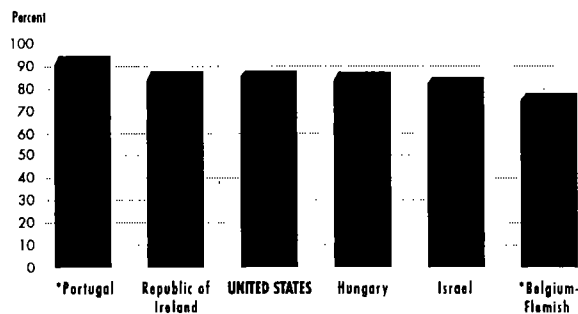
Fig. 12: 15-Year-Old Students Who Were Not in a Physical Fight During the Past 12 Months: 1997-98 School Year



*Significantly different from the United States

Source: The World Health Organization Study of Health Behavior in School-Aged Children, U.S. National Institute of Child Health and Human Development, Bethesda, MD

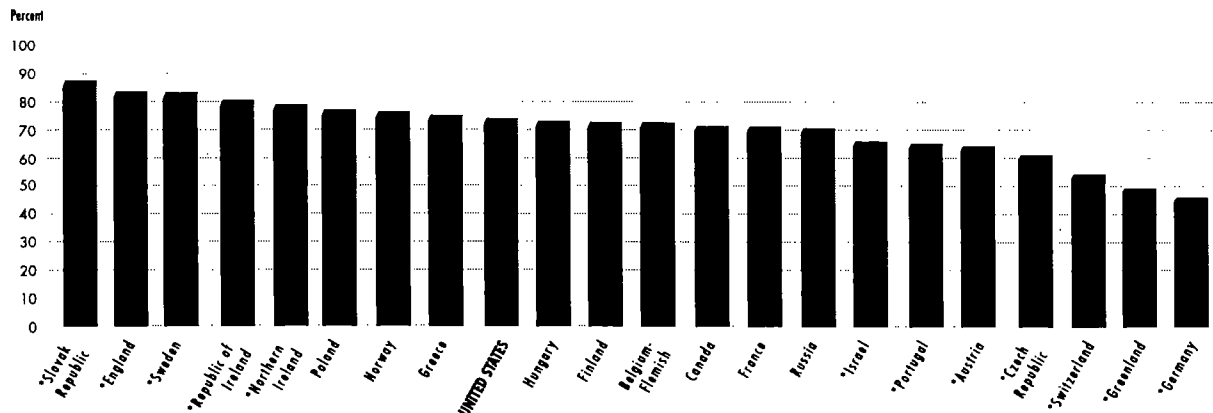
Fig. 13: 15-Year-Old Students Who Did Not Carry a Weapon for Self-Defense During the Past 30 Days: 1997-98 School Year



*Significantly different from the United States

Source: The World Health Organization Study of Health Behavior in School-Aged Children, U.S. National Institute of Child Health and Human Development, Bethesda, MD

Fig. 14: 15-Year-Old Students Who Were Not Bullied at School During the Current Term: 1997-98 School Year



*Significantly different from the United States

Source: The World Health Organization Study of Health Behavior in School-Aged Children, U.S. National Institute of Child Health and Human Development, Bethesda, MD

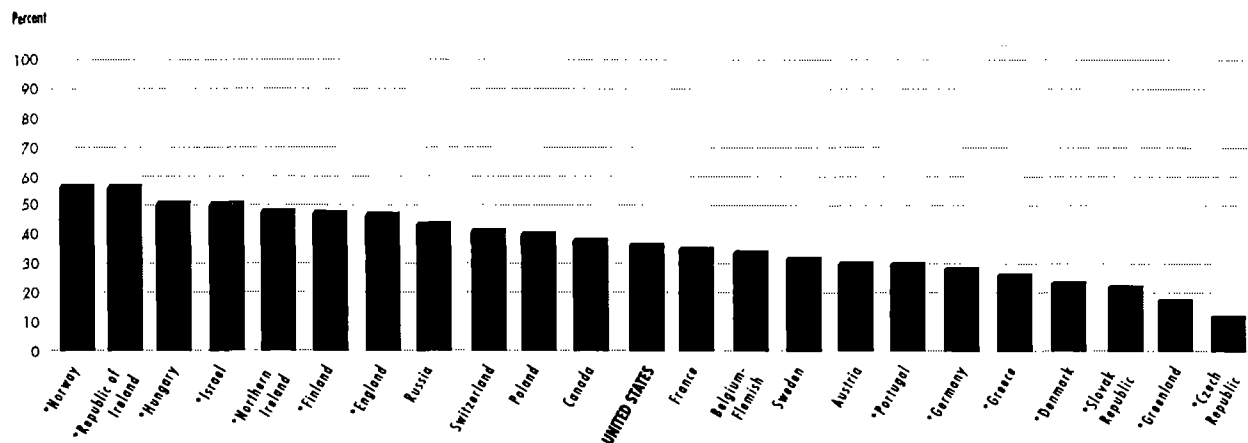
- While, overall, fewer 12th grade students (compared to 4th or 8th grade students) reported being threatened, U.S. 12th graders were more likely to have been threatened than 12th graders from other countries (see figure 11).

The Health Behavior of School Children Study

This school-based research study, performed for the first time in the United States in 1997-98, has been conducted every four years by European countries since 1982. The research goal is to increase our understanding of health behaviors, lifestyles, and their context in young people, ages 11 to 15 years. The study provides data on 120,000 students from 28 countries for the 1997-98 school year. Fifteen countries included questions on injury and violence, six of which are used in this report. These countries were selected because their study methods and questions were similar to the United States. Data for 15-year-old students are presented because they are more closely related to the national data presented in the first section of this chapter.

- During the past 12 months, the majority of 15-year-old students across several countries (including the U.S.) have not been in a physical fight (see figure 12).
- During the past 30 days, the majority of 15-year-old students across several countries (including the U.S.) did not carry a weapon for self-defense (see figure 13).
- A substantial majority of 15-year-old students across many countries were not bullied at school (see figure 14).

Fig. 15: 15-Year-Old Students Who Reported Always Feeling Safe at School: 1997-98 School Year



Source: Source: The World Health Organization Study of Health Behavior in School-Aged Children, U.S. National Institute of Child Health and Human Development, Bethesda, MD

- Although the majority of students in many countries were not bullied at school, fewer students reported always feeling safe at school (see figure 15).

Japanese Government Study

A study conducted by the Japanese government found that, in 1997, Japanese schools experienced violence including violence against teachers, violence among students, and property damage. The most common type of violence occurred among students. Examples of violent acts occurring among students include arguments among students that resulted in injuries and physical fights. Acts of violence occurred in 2 percent of elementary schools, 30 percent of middle schools, and 37 percent of high schools.

Approximately 43,000 incidents of bullying occurred in public Japanese elementary, middle, and high schools. The largest number of bullying incidents occurred among the first year middle school students. After the first year of middle school, the incidents of bullying dropped progressively at each higher grade level.

HARASSMENT AND HATE CRIME

Fostering and maintaining a safe learning environment means creating a climate of tolerance in which all students are comfortable, respected, and secure. However, because of stereotypes, ignorance and intolerance, certain individuals and groups tend to be alienated from their fellow students. A source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor—both by staff and peers. In this context, the topic of hate crime and harassment has been the subject of national concern, particularly with regard to young people. This section presents the current status of hate crime and harassment legislation and related statistics.

Definition of Hate Crime

Hate crime, as defined in section 280003(a) of the Violent Crime Control and Law Enforcement Act of 1994 (28 U.S.C. 994 note), is a term used to describe crimes against individuals where the victim was selected because of the race, skin color, ethnicity/national origin, sexual orientation, gender, religion or disability of any person. A hate crime under this provision is not, in fact, a specific crime. Rather, the provision refers to penalty enhancements for crimes motivated by biases against a victim. If a Federal prosecutor can prove that one or more factors—such as a victim's race,

religion, disability, or any of the other categories protected by law—motivated a criminal act, hate crime laws can increase the length of an offender’s prison sentence by as much as 37 percent.

Laws that Protect Against Hate Crime

A number of federal and state laws prohibit acts or threats of violence, as well as harassment and discrimination, based on race, color, religion, national origin, sexual orientation, gender and/or disability. Federal and state hate crime and civil rights laws may also apply in the school context. As of July 1999, only eight states do not have any hate crime laws at all (see figure 16). The applicable federal laws include the following:

18 U.S.C. Section 245. Section 245, the principal federal hate crime statute, prohibits intentional use of force against a person because of his or her race, color, religion, or national origin, and because he or she was engaged in a “federally protected activity,” such as enrolling in or attending any public school or college. Legislation has been introduced which would amend Section 245 to include crimes committed because of the victim’s sexual orientation, gender or disability, and to eliminate the “federally protected activity” requirement.

Title VI of the Civil Rights Act of 1964. Title VI and regulations promulgated under Title VI prohibit discrimination, including harassment, on the basis of race, color, and national origin by institutions that receive federal funding.

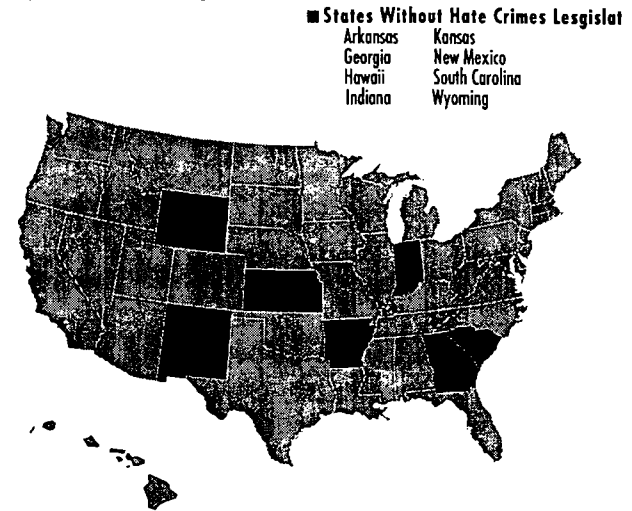
Title IX of the Education Amendments of 1972. Title IX and regulations promulgated under Title IX prohibit discrimination, including harassment based on sex, by institutions that receive federal funding.

Section 504 of the Rehabilitation Act of 1973. Section 504 and regulations promulgated under Section 504 prohibit discrimination, including harassment, based on disability by institutions that receive federal funding.

Hate Crime Statistics

The problem of hate crime in the United States may well be underreported. Complicating matters further is the variation among state definitions of hate or bias-motivated crime. While such crimes typically refer to criminal acts motivated by a victim’s perceived sexual orientation, religious affiliation, disability, race, color, ethnic background or national origin, not all states define hate crime the same way nor do all local jurisdictions report hate crime to the FBI. In addition, the age of the offender is rarely, if ever, reported, so it is not possible to determine whether a hate crime is committed by an adult or juvenile.

Fig. 16: Hate Crimes Legislation



Harassment and Hate Crime Statistics Among Youth

Currently, the Health Behavior of School Children Survey does provide some data on the prevalence of "bullying" or harassment among 11-, 13-, and 15-year-olds in the United States. According to recent data, approximately 15 percent of these youth had been bullied because of their religion or race. In addition, over 30 percent of these youth had been bullied by sexual jokes, comments, or gestures directed at them.

The U.S. Departments of Education and Justice are modifying several data collection surveys to help capture harassment and hate crime incidents at school and on college campuses. In January 1999, the ongoing National Crime Victimization Survey (NCVS) included a hate crime item on its incident report for the first time. At the same time, the School Crime Supplement to the National Crime Victimization Survey also included items on hate language and graffiti at school. If these items prove valid and reliable, they will be reported in the *2000 Annual Report on School Safety*.

Hate crime items are also being tested for inclusion in the School Survey on Crime and Safety, a survey of elementary and secondary school principals sponsored by the U.S. Department of Education and scheduled to be in the field in 2000. Results from this survey will be available in 2001. Hate crime items are being added to the National CORE Alcohol and Drug Survey, a survey of post-secondary institutions which gathers information about crime and violence on college campuses. Finally, hate crime and harassment items will be included in the School Health Policies and Programs Study (SHPPS), conducted by the Centers for Disease Control and Prevention. SHPPS will collect data from state and local education agencies and elementary and secondary schools.

The FBI's *Uniform Crime Reports: Hate Crime Statistics* provides national data on hate crimes, but does not provide specific data for hate crimes at schools.

*2000 Annual Report
on School Safety
will include more
statistics on this issue.*

Safe Schools/Healthy Students—Collaboration in Action

CHAPTER 2

The vast majority of the Nation's schools are safe places. However, some schools do have serious crime and violence problems that compromise the learning environment and endanger children and teachers. Schools cannot effectively deal with these problems without significant community-wide support. Many communities are successfully reducing school crime and violence by adopting comprehensive, integrated communitywide plans that promote healthy childhood development and address the problems of school violence and alcohol and other drug abuse. However, these communities are the exception, not the rule. In Spring 1999, the President announced the Safe Schools/Healthy Students Initiative, a unique grant program jointly administered by the U.S. Departments of Education, Health and Human Services, and Justice. The Initiative promotes comprehensive, integrated community-wide strategies for school safety and healthy child development across the country. These strategies provide students, schools, and communities the benefit of enhanced educational, mental health, social service, law enforcement, and, as appropriate, juvenile justice system services that can bolster healthy childhood development and prevent violence and alcohol and other drug abuse.

The Safe Schools/Healthy Students Initiative draws on the best practices of the education, justice, social service, and mental health systems to promote a comprehensive, integrated problem-solving process for use by communities in addressing school violence. This process, which was highlighted in the 1998 *Annual Report*, includes (1) establishing school-community partnerships; (2) identifying and measuring the problem; (3) setting measurable goals and objectives; (4) identifying appropriate research-based programs and strategies; (5) implementing programs and strategies in an integrated fashion; (6) evaluating the outcomes of programs and strategies; and (7) revising the plan on the basis of evaluation information.

The Initiative requires comprehensive, integrated communitywide plans to address at least the following six elements: (1) safe school environment; (2) prevention and early intervention programs that address violence, alcohol and other drugs; (3) school and community mental health preventive and treatment intervention services; (4) early childhood psychosocial and emotional development programs; (5) educational reform; and (6) safe school policies. Plans must be developed in partnership with, at a minimum, the local educational agency, local public mental health authority, local law enforcement agency, family members, students, and juvenile justice officials.

The Agencies awarded 54 Safe Schools/Healthy Students Initiative grants to local educational agencies in partnership with local law enforcement and public mental health authorities. Awards range from up to \$3 million per year for urban school districts, up to \$2 million per year for suburban school districts, and up to \$1 million per year for rural school districts and tribal schools.

A national evaluation of the Safe Schools/Healthy Students Initiative will be conducted to document the effectiveness of collaborative community efforts to promote safe schools and provide opportunities for healthy childhood development. In subsequent *Annual Reports*, information from the evaluation will be reported to provide progress on the Safe Schools/Healthy Students Initiative sites and document their lessons learned. Following are descriptions of the 54 Safe Schools/Healthy Students grant recipients.

URBAN SITES

Jonesboro, Arkansas

*Partners: Jonesboro Public Schools
Rivendell Behavioral Health Services
Jonesboro Police Department*

Jonesboro Public Schools serve 20,460 young people under the age of 18 in Craighead County, which includes four school districts. In March 1998, two middle school students shot numerous people, killing four students and a teacher. Crime rates for juveniles (including use of alcohol and other drugs, physical force, and weapons) have increased 41% since 1990.

The Jonesboro Safe Schools Initiative will serve to expand and centralize services to the area's youth and families. Key components of the program are to: enhance the physical design of the buildings by adding fencing, lighting, and security equipment; expand alcohol and drug abuse training and education; offer expanded school-based mental health services; provide an alternative therapeutic setting to continue the education of students who are temporarily suspended; provide education and daycare for the children of teenage mothers; provide summer in-home services for at-risk children and families; provide training and forums for teachers to develop best practices strategies; develop policies and procedures to enhance the program's elements; and create a formal mechanism for program evaluation. Kindergarten through 12th grade curricula will incorporate alcohol and other drug education, anger management, and other appropriate social skills development. Alternative therapeutic settings will be established to continue the education of students who are temporarily suspended.

Los Angeles, California

*Partners: Belmont Cluster, Los Angeles Unified
School District
Los Angeles County Department of
Mental Health
Los Angeles Police Department*

Thirty-seven thousand students attend Belmont Cluster's 34 schools and children's centers. Upwards of 40% of residents have lived in the United States for fewer than five years, and the same percentage live at or below poverty level.

Project SECURE's mission is to create a community better able to support and nurture its children and youth. The project aims to address gaps in mental health services by providing psychological and family counseling to children

under age four that have been identified by early childhood service providers. Home health visits for teen mothers and their infants will be provided with an emphasis on keeping the teen parent enrolled in school. School-aged children identified as needing psychological services will be able to access them on-site. Additional after-school programs will be implemented, including a police athletic league to provide youth opportunities for prosocial involvement.

Riverside, California

*Partners: Riverside Unified School District
Riverside County Mental Health Department
Riverside Police Department*

There are 81 known gangs in Riverside and gang membership increased 300% from 1991 to 1996. Five schools in particular have been the most adversely affected. The schools have consistently higher rates than the district average of violent incidents, suspensions/expulsions, and students with emotional and behavioral disorders.

The program proposed by the Riverside Unified School District will establish Wellness Centers on the five campuses to promote healthy lifestyles, and to lower the incidence of violence and alcohol and drug abuse among the community's youth. Each Wellness Center (comprised of a team that includes a family advocate, licensed clinical social worker, probation officer, and police officer) will provide assessment, counseling, and referrals, and family outreach and after-school programs. Ongoing case management will ensure that family needs are met with one point of access. In addition, an intervention/diversion program at the University of California at Riverside will provide students with mentoring, employment opportunities, and exposure to a university setting.

San Francisco, California

*Partners: San Francisco Unified School District
Department of Public Health
San Francisco Police Department*

Almost 50% of the San Francisco Unified School District's students receive free or reduced cost lunch. Academic performance, literacy in particular, remains well below national averages. Experimentation with alcohol is beginning at earlier ages, and drugs are increasingly available at schools.

The San Francisco Unified School District Wellness project has three goals: (1) to reduce the prevalence of drug and weapon use, and violent behavior; (2) to improve the capacity of teachers, staff, parents and students to create safe and healthy school environments; and (3) to build an

infrastructure, and institutionalize interagency collaboration, to create and sustain health and safety activities in all schools. Through this grant, the Wellness Schools program will expand to include 10 elementary schools and seven high schools serving approximately 13,189 youth and their families in addition to the 17 middle schools already served.

Denver, Colorado

*Partners: Denver Public Schools
Mental Health Corporation of Denver
Denver Police Department*

The Denver Public Schools is an urban school district serving 69,000 children of many cultures and ethnicities. Over 27% of children live in poverty, and 40% of the elementary schools have mobility rates over 100%. Almost 35% of freshmen fail to graduate. School funding for psychologists, social workers, and other family support has decreased over the last few years despite a 21% growth in the population. The Denver Police report that approximately three in every ten youth ages 10 to 17 have been arrested.

The Denver Community Partnership intends to make schools safer by training early childhood providers on early identification of risk factors and by implementing a school-based violence prevention curriculum to reach 5,000 young children. A home visitation/parent education program will be provided for 150 teen mothers during the prenatal period continuing through age three. An additional 350 children ages birth to eight and their families will receive support services through Head Start and Child Care Centers. Children will also be linked to services through Community/Schools Assistance Teams, and individualized plans will be developed for truant students to help them reintegrate into school. After-school programming will be expanded at six middle schools that will also serve as Neighborhood Centers. Uniformed police officers and additional school security officers will be added.

New Haven, Connecticut

*Partners: New Haven Board of Education
Connecticut State Department of Children
and Families
New Haven Department of Police Services*

The New Haven Public School system serves 19,385 students grades K-12. The annual drop-out rate for grades 9-12 is 9.7%, as compared to 3.9% statewide. Rates for juvenile crime are high, with 2,055 per 100,000 youth being arrested in 1995. This figure is 306% higher than the state average.

The goals of the New Haven initiative are to create an infrastructure of collaboration and to expand current efforts to improve school safety and child well-being. Among the activities included in the program are expansion of the child development-community policing program, enhancement of the school/police truancy initiative, and provision of full access to comprehensive mental health services for all school children at risk for mental health problems, academic failure, and psychosocial impairment.

Waterbury, Connecticut

*Partners: Waterbury, Connecticut Department of Education
Connecticut Department of Children and Families
Waterbury Police Department*

Over 60% of Waterbury students receive free and reduced price meals. The school has identified 381 students with a serious emotional disability. There are no specific services in place for the approximately 1,500 students who are suspended from school annually for violent acts. There is typically a six week waiting period for families referred for family violence intervention services.

The goal of the Waterbury initiative is to infuse research-based prevention programming into after-school services; improve the intensity and coordination of services to children in trouble; reach every expectant mother with home- and clinic-based prenatal primary care; and use the city's growing network of after-school programs as a starting point for applying high-performance work strategies to the improvement of teaching and learning. Through this initiative, child health services will be expanded to include home health visits for new mothers. Early assessment and interventions will be provided to 150 police- and court-referred children, ages three to eight. A citywide Family Information Center will be established to engage a minimum of 900 parents. Elementary students in after-school programs will complete life skills training, while middle and high school students will participate in violence prevention programs directed by trained uniformed officers. Up to 100 students will be identified for intensive outpatient services linked closely to their educational day. Officers and student teams will apply problem-solving tactics to improve habitual truants' bonding to school.

Newark, Delaware

*Partners: Christina School District
Department of Services for Children, Youth and Their Families
State Law Enforcement and the Office of the Attorney General*

The Christina School District serves 20,299 students. All but one school is Title I eligible, and 32% of the students qualify for free or reduced meals. Twenty-five percent of the District's students reside within Wilmington's Enterprise Community (EC), which represents Delaware's most economically distressed area, with a 12.4% unemployment rate and a 31.3% poverty rate.

The Christina School District project has three goals: (1) to build on existing services to create a comprehensive, integrated system of community services, mental health prevention, treatment, and intervention programs for students and families; (2) to develop a safe, disruption-free, drug-free learning environment that improves academic performance; and (3) to develop socio-emotional competencies among students and preschool age children to foster resilience and prosocial behavior. Pre-schools are located in several elementary schools to ensure that all eligible children have the opportunity to participate in age- and developmentally-appropriate settings. Socio-emotional Skills Groups are held weekly by the school psychologist and counselor in each school. A Wellness Center is housed at each of the District's three high schools and staffed by a nurse, social worker, counselor and part-time physician to provide a continuum of supports in dealing with children with mild-to-moderate behavior problems. A School/Community/EC Liaison will coordinate the provision of services by the Family Support Partnership agencies to District residents in the EC.

Washington, DC

*Partners: Maya Angelou Public Charter School
District of Columbia Commission on Mental Health Services
Metropolitan Police Department*

The DC Charter Schools Coalition's 17 schools serve 8,400 high-risk students, most of whom are two or more years below grade level. Forty-one percent of District children live below the poverty level, 21% under extreme economic deprivation, and 39% in high-risk families. Sixty-three percent of DC students are eligible for free school lunch. During 1993-94, the dropout rate was 20.9%, more than twice the national urban figure; only 53% of DC youth graduate from high school.

The program will provide mental health, after-school, and related special enrichment programs and services to the predominantly poor, African-American population in the community. Grant funds will directly support mental health teams for all schools, as well as Peaceful Schools conflict resolution training, and hiring a school/community resource coordinator in each school to build strong after-school programs and coordinate services at the school level.

Ft. Myers, Florida

*Partners: The School District of Lee County
Florida Department of Children and Family
Services - Alcohol, Drugs and Mental Health
Lee County Sheriff's Office*

The 3,281 teachers in the School District of Lee County serve over 53,000 students. The percentage of students who report using drugs, alcohol, and tobacco is significantly higher than the national average.

The primary focus of BRIDGES is on prevention through safety, education, and intervention with at-risk youth. Early childhood services currently offered to children ages four to five will be extended to include pregnant mothers and children ages birth to three and their families, through the Head Start program. A licensed mental health clinician will identify children with behavioral concerns, provide strategies to parents/teachers, and implement play-groups with parents and their babies/toddlers. BRIDGES will expand the use of a curriculum to prevent drug abuse and violence. School social workers will be trained in multi-systemic therapy to provide family and community-based treatment. A School Safety Analyst will be appointed to each of the three different school zones covered by the grant to gather information on violent activities on school campuses; identify users of alcohol, tobacco, and other drugs as well as those involved in gangs; and provide feedback to prevention and intervention services.

Largo, Florida

*Partners: Pinellas County Schools
Department of Children and Families
Pinellas County Sheriff's Office*

More than 107,000 students are enrolled in 149 schools in Pinellas County. The percentage of elementary students eligible for free and reduced cost lunch is 44.9%; one-third of Pinellas County youth live in single-parent homes.

Target schools, based upon a ranking for risk factors, will be selected as demonstration/training sites. Pinellas County will expand parent-training activities for families

with infants and toddlers to improve the healthy development of young children and increase school readiness. The Health Department will initiate a social marketing campaign to develop county-wide messages of nonviolence and promote specific programs that prevent violent behavior among youth. This initiative will also increase the availability of parent support groups, parent education and outreach services, as well as structured activities for youth. Mental health wrap-around services will be available for children who lack financial resources, and the Partnership Program, which offers short-term intervention to families of children at risk of abuse and neglect will be replicated in other locations. A Family Resources On-Campus Intervention Program that provides an alternative to out-of-school suspension will be expanded.

Des Moines, Iowa

*Partners: Des Moines Independent School District
Polk County Health Services, Inc.
Des Moines Police Department*

Polk County serves students in both urban and rural areas. Almost 16,000 students are receiving free and reduced cost meals at school. In 1990, one in eight families was living at or below the poverty level. The students in Polk County have alcohol and drugs readily available to them: 88% of students have used alcohol and almost 25% of students have used either marijuana or cocaine.

The Polk County program includes plans to increase access to training for in-home child-care providers county-wide. Also, scholarships will be provided for staff at child-care centers to attend child development training programs. In addition to enhancing the existing K-12 alcohol, drug and violence curricula in schools, training for parents of K-6 graders will be provided. At the middle and high school levels, 13 case managers will be added, as well as two additional prevention specialists. A summer program, focusing on violence and drug abuse prevention, will strive to improve school attendance. A local managed health care organization will offer training to elementary school nurses and counselors to assist them in the development of their assessment and referral process.

Louisville, Kentucky

*Partners: Jefferson County Public Schools
Seven Counties Services, Inc.
Louisville Police Department*

One-third of this project's targeted schools are located in an Enterprise Community. More than one-half of the students

are economically disadvantaged, and 60% of elementary, 70% of middle-school, and 80% of high school students receive free or reduced price meals.

The goals of Project SHIELD are to: (1) strengthen community partnerships that support safe, disciplined, and drug-free schools; (2) help students develop skills and emotional resilience to achieve positive mental health, engage in pro-social behavior, and avoid violence and drug use; and (3) ensure that students are able to learn in a safe, disciplined, and drug-free environment. To support early childhood development, a Primary Mental Health Program will be conducted, providing individual interactive play sessions for children who are beginning to show adjustment difficulties. To enhance mental health prevention and intervention, Functional Family Therapy and Multi-Systemic Therapy will be implemented. Teacher training will focus on classroom behavior management. To support school safety, teams at the district and school level will be trained on Crime Prevention Through Environmental Design.

Baltimore, Maryland

*Partners: Baltimore City Public School System
Baltimore Mental Health System, Inc.
Baltimore City Police Department*

This year, Baltimore City Public School System will serve 105,379 students. Of these students, 67.9% qualify for free/reduced cost meals. Homicide is the leading cause of death for adolescents, with a violent death rate of 146.6 per 100,000 youth, and the juvenile arrest rate is three times the national average at 685.3 per 100,000 youth. The special education rate for the district is 38% higher than for the rest of the state, and only 36% of high school students graduate on time.

Through a city-wide process, the school district will work towards the following goals: children enter school ready to succeed; children and young adults receive an effective education; children live in nurturing families; children live in safe communities; and families become self-reliant. The initiative will ensure that pregnant youth and young mothers in target schools are linked with home visiting and clinic-based programs, including access to nurses. Plans also include a substantial increase in after-school, summer school, and family support programs. Mental Health Systems and the Public School System will jointly oversee an extensive program of school-based mental health services, and wraparound services will be developed. Neighborhood parent liaisons will facilitate linkage with and support to parents, while an energized program of community policing will increase law enforcement involvement in schools and surrounding areas.

Springfield, Massachusetts

*Partners: Springfield Public Schools
Commonwealth of Massachusetts
Department of Mental Health
Springfield Police Department*

The poverty rate in Springfield is 17.7% and the city ranks 341 out of 354 towns and cities in Massachusetts for median household income. In 1998-1999, 77% of Springfield students received free or reduced cost meals.

Early childhood psychosocial and emotional development programs will serve all high-risk families with young children and all high-risk mothers prior to the birth of a child. Physical and mental health services, including parenting skills training, family support opportunities, crisis intervention, and integrated therapy to caregivers and teachers, will address the social and emotional needs of children. Alternatives to substance abuse and violence are proposed through social and recreational activities and mentoring. School and community mental health preventive and treatment services will consist of screening and assessment in the school setting; school-based mental health prevention and early intervention services for at-risk students and their families; referral and follow-up with local mental health agencies; training and consultation to school personnel; and support services to families. Educational reform will consist of two training and development efforts in the public schools designed both to address bullying, harassment, and violence, and to promote early identification and strategic intervention strategies aimed at problem student behaviors. A safe school environment will be accomplished by school resource officers, school facility design, and school security measures.

Lansing, Michigan

*Partners: Lansing School District
Clington-Eaton-Ingham Community
Mental Health Board
Ingham County Sheriff's Department*

The Lansing School District serves students in 34 elementary schools, four middle schools, and three high schools. Over one-quarter of the district's students live at or below poverty level. Current mental and physical health services do not meet the great need of many high-risk families, especially those with preschool children.

An extensive network of early childhood services, coordinated at the community level, will be oriented for high-risk children ages birth to five and their families to assure that children enter school ready to learn. The early childhood program will include increased personnel for family

consultation, outreach, screening, referral for mental health and other services, improved connections with primary health care, and enhanced pre-school programs. Screening and referral for high-risk kindergarten children, a casualty of previous budget cuts, will be reinstated. School staff, including kindergarten teachers, will be trained in timely recognition and referral of troubled students and families before violence occurs. Evidence-based prevention programs will include parent education, increased parental involvement, and teaching children and youth skills to avoid substance abuse and violence.

St. Louis, Missouri

Partners: *St. Louis Public Schools*
City of St. Louis Mental Health
Board of Trustees
St. Louis Metropolitan Police
Department

St. Louis, with a population of 397,000, is one of the poorest cities in the nation. Almost one in four city residents, and over 55% of its children, live in poverty. The district experiences a high school cumulative drop out rate of 61%.

The St. Louis Partnership for Safe Schools/Healthy Students aims to help youth develop the skills and resources to avoid drug use and violent behavior and to establish and maintain safe, disciplined, drug-free school environments. Early childhood psychosocial and emotional development programs will be coordinated through a case management system. Three training courses in substance abuse and violence prevention will be conducted, and the Safe and Drug-Free Schools Program will train school prevention teams in all elementary, middle and high schools. School and community mental health prevention and treatment services will be provided in two, seven-school clusters as a pilot for school-linked services to be implemented across the community. The International Institute will support mental health services for immigrant families. Educational reform efforts will consist of training students in grades 2 to 12 as conflict managers and establishing student-led mediation services at middle and high schools.

Raleigh, North Carolina

Partners: *Wake County Public School System*
Wake County Human Services Agency
Wake County Sheriff's Department and City of
Raleigh Police Department

The Wake County School District serves 92,000 students. Risk factors in the community include 10.32 juvenile violent crime arrests per 1,000 children in 1996, compared to 1.82 for the state and 1.34 for the nation; as well as 4.03 juvenile drug arrests per 1,000 children in 1996, compared to 2.35 for the state and 2.07 for the nation. Nearly 10% of students were living in families in poverty, and 21.6% of students receive free and/or reduced cost lunches.

Early childhood programming will include expanding the existing community-wide capacity to provide in-home support services for at-risk families in communities with high concentrations of multiple risk factors. Community mentoring organizations will provide individual mentors for students considered at-risk. The program will provide diversionary options for adjudicated youth, as well as disciplinary options for all students. School-based screening, assessment, referral, and follow-up services, along with mental health prevention and early intervention services, will be expanded. Substance abuse programs and in-home support services for families with young children will also be expanded. Training will be provided for pre-school, kindergarten, and other teachers and staff, as they work with youth in various classes and after school programs.

Winston-Salem, North Carolina

Partners: *Winston-Salem/Forsyth County Schools*
Center Point Human Services
Winston-Salem Police Department

Winston-Salem/Forsyth County Schools serve a student population in a small urban community. Infant mortality is substantially higher than in the rest of the state. Approximately 18% of children live at or below the poverty level. Since 1994, violent crime rates for youth under 18 have been higher than the state and national levels, and each year more than half of all young offenders in the county have been arrested for violent and assault crimes. Drug arrests among county youth have doubled since 1994.

A maternal home visitation program will be implemented with teenage mothers to improve prenatal care and early childhood development. Pre-K and kindergarten mental health services will be expanded to link young children to mental health services and to remedy or improve prob-

lem behaviors early on. Elementary students will be provided with an age-appropriate and grade-sequential curriculum that will cover topics such as problem-solving skills, violence prevention, school drop out issues, and character education. Parents will be offered training in violence prevention, communication, discipline, and problem-solving. Students in high juvenile crime neighborhoods will be offered after-school programs designed to increase the involvement of caregivers/parents in their children's education and to provide extended-day care during peak hours of juvenile crime. Teachers and administrators will receive training in bully prevention, anger management, and violence prevention, and will be provided with intervention and referral information. The number of full-time school resource officers at middle schools will be increased to help reduce truancy rates. Surveillance cameras will be installed in schools located in neighborhoods with high juvenile crime rates.

Cleveland, Ohio

*Partners: Cleveland Municipal School District
Cuyahoga County Mental Health Board
City of Cleveland Police Department*

Eighty percent of Cleveland's students receive free or reduced lunch. Eighty percent of elementary school students in Cleveland reported that they had seen someone else beaten up at school, and 40% had seen someone being shot at.

Project SYNERGY will serve high-risk students and families in ten elementary schools, five middle schools, and five high schools. For elementary, middle and secondary school students, the project will implement several drug and violence prevention strategies, including a program designed to influence social norms and strengthen social skills. The partners will also provide a part-time mental health intervention specialist to reduce the mental health consequences of exposure to violence and victimization. The specialists will also establish an intervention assistance team in each of the participating schools to screen and assess students who have health, emotional, behavioral or learning concerns. Additional teacher professional development will be offered in mental health, as well as drug and violence prevention. As part of the district's ongoing reform efforts, the project will expand instructional time and after-school activities.

Columbus, Ohio

*Partners: Columbus Public Schools
Franklin County Alcohol, Drug Abuse
and Mental Health Board
City of Columbus Department of Public Safety*

The Columbus School District serves almost 65,000 students. The student graduation rate is 56.8%, well below the state performance standard of 90%. Thirty-seven percent of the students are considered economically disadvantaged. In 1994, Columbus was designated an Enterprise Community, with 18 census tracts in the city center that qualified for the designation. In March 1999, Empowerment Zone status was conferred.

Through the establishment of school/community Resource Development Teams assigned to serve a high school and its feeder middle and elementary schools, students and families will be linked with education, prevention, intervention and referral services in the school and community. Pre-K and Head Start programs will be strengthened and expanded, especially by the addition of school nurses. Reading programs will be piloted to assist in the early development of reading skills. Prevention and early intervention programs and services will be made available to schools as needed from Community Mental Health Services. A Safe Schools Audit will be conducted of all policies, procedures, and activities. This will be followed by an expansion of after-school programs to students in all schools.

Portland, Oregon

*Partners: Portland Public Schools, District 1
Multnomah County Community and
Family Services
Multnomah County Juvenile and Adult
Community Justice*

Portland Public Schools, the largest district in the Pacific Northwest, serves 55,831 students from inner-city, suburban, and rural communities. Thirty-eight percent of the students qualify for free or reduced-price lunch. Over 60 different languages are spoken in the district, and students whose home language is other than English represent 8% of the enrollment.

The Portland Partnership Plan will ensure that all students attending Portland Public Schools can learn in a safe, healthy, disciplined, and drug-free environment. Early childhood psychological and emotional development programs will be provided by building the capacity of the child care provider system. Identification, assessment and referrals for students in need of mental health services will be

expanded in schools which serve many of the district's high-risk students. Mental health specialists will provide individual and group therapy services for students and their families and consultation to these middle and alternative schools. Safe school policies will link policies and practices used to respond to attendance and disciplinary violations with services and supports necessary to improve student behavior and increase school safety.

Springfield, Oregon

*Partners: Springfield School District 19
Lane County Health and Human
Services Department, Mental Health Division
City of Springfield Police Department*

More than 14% of families with children under 18 living in Springfield School District 19 are below the poverty line. The percentages of students on free/reduced lunch are near 27% in Eugene, 36% in Bethel, and 33% in Springfield. In the spring of 1998, Springfield was the site of tragic events in which a student shot and killed fellow students and his parents.

The project goals of the Springfield Urban Safe Schools Consortium are to help students develop the skills and resilience necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use; to ensure that all students in these school districts are able to learn in a safe, disciplined, and alcohol- and drug-free environment; and to help develop an infrastructure that will support community development and institutionalize and sustain integrated services after Federal funding has ended. The Effective Behavioral Support (EBS), a successful drug and violence prevention and early intervention system that is already in place at some schools, will be expanded. The EBS system will include early prevention services to promote mental health. It will make schools a major partner and an access point for mental health services and ensure that services are delivered at schools. Other activities will include increasing partnerships with law enforcement, implementing mentoring programs, addressing behavioral issues among high risk youth, and addressing family violence. To increase school safety, the Crime Prevention Through Environmental Design analyses of schools will be completed.

Philadelphia, Pennsylvania

*Partners: Schools District of Philadelphia
Cabinet for Children and Families
Philadelphia Police Department*

Philadelphia, the fifth largest school district in the country, enrolls more than 210,000 children, of whom nearly 80% come from low-income families. The average rate of high school graduation is 52%, and drops as low as 20% in some high schools.

The goals of Philadelphia's Taking Prevention to Scale plan are to increase the number of children entering first grade with the social, physical, cognitive, and emotional skills required for learning; increase the number of students promoted and ready to graduate from high school prepared for post-secondary success; and decrease the frequency of, and prevent the occurrence of, further youth-related violence and crime. Activities under Taking Prevention to Scale include: increasing the number of family centers and home services for early intervention; strengthening school academic and mental/behavioral health service systems; creating alternatives to violence through more after-school, community, and year-round recreation programs; and creating more truancy courts.

Pittsburgh, Pennsylvania

*Partners: School District of Pittsburgh
Allegheny County Department
of Human Services
The City of Pittsburgh Police Bureau*

The large urban School District of Pittsburgh enrolls nearly 40,000 students. Sixty-four percent of students receive free or reduced cost lunch, and 32% of families receive public assistance.

The goals of the Pittsburgh Safe Schools/Healthy Students Initiative are to help Pittsburgh Public School (PPS) students develop the skills and emotional resilience necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use; ensure that all students who attend PPSs are able to learn in a safe, disciplined, and drug-free environment; and develop an infrastructure that will institutionalize and sustain integrated services after Federal funding has ended.

The early childhood program will provide training to parents and develop a parent support network. It also will provide additional support to supplement home and pre-school experiences for children with readiness deficiencies. Alcohol and other drugs and violence prevention activities will include educating parents by conducting regionally

sponsored workshops and seminars at schools and in communities. School and community mental health services will include training school staff on how to conduct and/or access screening and assessment services, as well as increasing the availability of behavior health professionals. Additional services will include hiring and training three Parent Support Specialists.

Houston, Texas

Partners: *Houston Independent School District (HISD)*
Houston Health Department
Houston Police Department

The HISD is the largest school district in Texas, made up of two contiguous school feeder patterns, serving 212,000 students. Student involvement with alcohol and drugs is over-represented at every grade level. Even at the elementary school level, rates of marijuana use doubled, from 2% in 1996 to 4% in 1998. The school district also has high rates of school violence and victimization, suspensions, drop-out, truancy, and expulsions.

The Houston Safe Schools/Healthy Students Initiative will hire infant mental health specialists to provide school- and home-based services to preschool children. The Initiative will implement a multi-family relationship-building program, and establish after-school programs. An existing comprehensive dropout-prevention program will be expanded to serve 13 additional elementary schools, employ additional clinical social workers and counselors, and offer case management and coordination services. The Initiative will establish programs to reintegrate students from the juvenile justice system and to manage information and analyze data on violent and non-criminal incidents. School security measures will be intensified and amplified, including the installation of metal detectors and surveillance cameras at all school facilities, and assignment of probation officers to the high schools.

Bremerton, Washington

Partners: *Olympic Educational Service District (OESD)*
Kitsap, Jefferson, Peninsula & West End Mental Health Services and Behavioral Health Resources Coalition of Nine County and Community Law Enforcement Agencies

A total of 55,000 students from urban, suburban, and rural communities and school districts will be served by the OESD Safe Schools/Healthy Students program. Kitsap County is an urban region with a large, decaying inner city. There are seven tribal communities in the region and an

estimated 2,300 students attending local schools.

OESD, through Special Education Departments, Head Start, and an Early Childhood Education Assistance Program, will expand and enhance services for birth through kindergarten. Prevention and intervention specialists will provide student assistance programs at the middle and high school level. Mental health therapists will be assigned to serve schools, and the OESD will contract with local community mental health agencies to deliver key mental health services. Multisystemic therapy will be delivered to students who have been identified as in need of intensive services. Safe school policies will continue to be implemented and reinforced through the activities of the Regional Crisis Response Team. Proposed strategies for educational reform include professional development and training that entails classroom management; crisis planning and preparedness; violence, alcohol, and other drug prevention curriculum; and discipline.

Madison, Wisconsin

Partners: *Madison Metropolitan School District*
Dane County Department of Human Services
Madison Police Department

The Madison Metropolitan School District (MMSD) serves approximately 25,000 students. Between 1990 and 1998, the percentage of students at a low-income level rose from 20% to 25%. The suspension rate has risen dramatically, and there are increases in the rates of truancy, violent and disruptive behavior, drug and alcohol use, low birth weight babies, and crime.

The goals of Madison Metropolitan School District and its partners are to focus on a safe school environment, helping students develop to their full potential, building the assets needed for a successful transition to adulthood, and building a greater sense of community among children and adults in Madison schools. Major initiatives include expanded after-school programming, new interdisciplinary positive behavior support teams for the schools, expanded home visitation services for families with young children, professional development for frontline youth-serving staff, expanding the Educational Resource Officer program, and an array of school security and remodeling improvements.

SUBURBAN SITES

San Luis Obispo, California

*Partners: San Luis Obispo County Office of Education
San Luis Obispo Department of Mental Health
San Luis Obispo County Sheriff's Office*

Twenty percent of family households in San Luis Obispo County are headed by a single parent. Thirty-six percent of the families live below the poverty level. Up to 28% of the students qualify for free or reduced cost meal programs.

The San Luis Obispo County Safe Schools/Healthy Students program will add two part-time resource teachers to free early childhood teachers to screen, identify, and work with young children who are at risk for behavior problems and their families, including through home visits. The Department of Mental Health will provide diagnosis and referrals, individual and family counseling and solution-focused interventions. Mental health consultants will be added in eleven new preschool sites. Elementary school children and families will participate in a violence and substance abuse prevention program. The initiative will also provide literacy and social skills training for monolingual Spanish families. A counselor will be hired to develop and implement a program to reintegrate students from the Court Community Schools into public school districts. Two part-time Community Safety Resource Specialists will provide community organizing and training around school safety.

Oahu, Hawaii

*Partners: Central Oahu District
Hawaii Department of Health
Honolulu Police Department*

The Central Oahu District enrolls 34,500 students. Approximately 10% of the students are identified as requiring special education services. Students dismissed from school for possession of a weapon, possession or use of illicit drugs, and other serious offenses jumped from eight incidents in 1996-97 to 30 incidents last year.

Six new preschools with a structured curriculum involving parent and child will be implemented and serve as a means to network additional services to these families. Each school's Community-Based Management Council will increase the number of children in preventive/wellness activities, including academic support services, after-school programming, and referrals to early intervention activities. Staff development will focus on early identification and how to motivate all children to reach high standards

through meaningful, differentiated instruction. A district action team will ensure school safety through training, development of crisis plans, school resource officers, and the use of retired police officers in dual roles as mentors and security officers.

Cicero, Illinois

*Partners: J.S. Morton High School District
Filmore Center for Human Services
Berwyn & Cicero Police Departments*

This suburban district serves 6,000 students. At least 38% of the students in the district qualify for free or reduced cost school lunch. The truancy rate and drop out rates for the area are higher than the state average. The teenage pregnancy rate is increasing, with one to two new pregnancies being reported each week. Over the past ten years, there has been a 70% increase in the number of persons living below the poverty level.

The district's integrated, comprehensive community-wide strategy is aimed at fostering healthy child development, preventing the initiation of violence and abuse of alcohol and other drugs, and enhancing mental health and social services to at-risk youth and their families. A community health educator will facilitate a variety of programs specifically for teen mothers. Teen mothers will also receive home visits, assistance with daycare, health care services, and preschool services. A new violence prevention curriculum will be implemented at 20 elementary schools. To foster attachment to adult role models, community mentors will work to establish recreational and/or learning experiences through after school programs. A network of Case Managers specializing in working with high risk families will provide wrap-around services. A bilingual/bicultural psychologist will facilitate student assistance programming. Outreach workers will make home visits to truant students to increase attendance and graduate rates. Each school will undergo a safe school audit; school resource officers will be added and appropriate security measures will be instituted.

Auburn, New York

*Partners: Auburn Enlarged City School District
Cayuga County Health & Human
Services Department
Auburn and Port Byron Police Department*

The Cayuga County School District includes Auburn and Port Byron which have been plagued by chronic school-related bomb threats. There are high percentages of students who drink, smoke, use weapons, or have weapons

used on them. Widespread school-related violence is leading to exceptionally high suspension rates. The teen pregnancy rate in Cayuga County is 10% higher than that of the state.

The Cayuga Partnership Project will provide prenatal and post-partum home visits by nurses and clinical social workers to 75 high-risk families annually as well as enhanced day care for the children. For school-aged children, the Partnership will provide training on the relationship between mental health, substance abuse, violence in families, and violence by children. To promote healthy lifestyles, improve educational performance, and provide alternatives to risk-taking behavior, the project will expand after-school and weekend programming. A zero tolerance drug curriculum will be established in six middle school campuses. A developmental program for teachers in all grades, designed to promote equal support and treatment of both low- and high-achieving students, and a program to help parents become more involved in their children's education, will be used to support educational reform. School Resource Officers will assist in implementing school and after-school programs to reduce truancy and increase graduation, enhance non-violent conflict resolution skills, and lower alcohol and substance abuse rates.

Westbury, New York

*Partners: Board of Cooperative Educational Services
of Nassau County
South Shore Child Guidance Center and
North Shore Child and Family Guidance Center
Freeport and Westbury Police Departments*

The Freeport and Westbury school districts serve over 10,000 students. Forty-four percent of all Freeport students receive free or reduced lunch. Seventy-two percent of all Westbury students are eligible to receive free or reduced lunch. In Freeport, 49.9% of students lived at or below the poverty line in 1995.

The project will establish and maintain comprehensive school programs and integrated community partnerships among school, community, and multidisciplinary agencies and organizations in order to build safe and drug free schools. An early childhood program will promote psychosocial and emotional development through home visits to low-income families with young children. Alcohol and drug use prevention and early intervention programs will involve families and communities, change their attitudes regarding substance abuse and violence, and provide students with alternatives. Mental health care agencies in each community will provide workshops on identifying early signs of drug and alcohol use, and violent and suicidal

behaviors and provide referrals and follow-up. Law enforcement officers will participate in after-school and summer programs to provide opportunities for positive interaction with students.

Yonkers, New York

*Partners: Yonkers City Public Schools
County and City Mental Health Department
Yonkers Police Department*

The school district serves over 25,000 youth. Approximately 71.2% of students are on free or reduced cost lunch. Yonkers' crime and drug statistics are six times the rate of its wealthy Yonkers-Westchester neighbors; about 80% of the crime is drug related.

A comprehensive network, maintained by a multidisciplinary advisory council, will provide a continuum of integrated services to meet developmental needs of, and enhance resiliency factors in, children through young adulthood. Early childhood educational efforts include providing home visits, family support, and early literacy to young children and their families, all day pre-kindergarten for all students, training staff, promoting parent involvement/education, and working with teen parents. Alcohol/drug and violence prevention includes social skills programming in elementary schools, conflict resolution/peer mediation for all students, and student assistance counseling. In mental health, schools will use student support teams composed of professionals and a network of coordinated case conferencing. Safe school policies will include law enforcement partnerships to bring local police officers into schools. Establishing or strengthening of alternative or transitional programs for middle school students, or those returning from incarceration, is included.

Anderson, South Carolina

*Partners: Anderson School District Five
Anderson-Oconee-Pickens Mental Health
Anderson County Sheriff's Department*

Anderson School District Five serves 11,101 students, representing more than 40% of the county's school-age population. In 1996, more than a third of the babies born in the county were born to single mothers. In 1990, more than 21% of all children in the county lived in single-parent families, up from 10% in 1970.

The Initiative will provide increased security and will add and expand resources and services with long-term effects to ensure that children grow up in a safe, healthy atmosphere. Early childhood development will be addressed

by working to refine and implement an early childhood initiative targeting children ages birth to six. A Family Resource Center will provide assessment, referrals, and follow-up for students and parents experiencing drug related problems, emotional stress, behavior concerns, or adjustment problems. The school-based Student Assistance Program will be expanded through the services of two behavioral health counselors, and nine full-time school-based mental health therapists will be hired to serve all 15 schools. Safe school policies will be strengthened by expanding the elementary alternative behavior control classes from one site to nine sites. A safe school environment will be accomplished by training four community police officers and adding security cameras, electronic entry systems, two walk-through metal detectors, and a security assistant at each middle school.

Georgetown, Texas

Partners: *Georgetown Independent School District
Bluebonnet Trails Community Mental
Health and Mental Retardation Center
Georgetown Police Service Division*

The Georgetown Independent School District (GISD) serves 7,300 students (including 2,000 preschool students) and is located in one of the nation's five fastest growing counties. This generally affluent suburb is also home to pockets of socio-economically-disadvantaged citizens; one in five children live in poverty and 25% of students are eligible for free or reduced price lunch.

The cornerstone of the GISD Safe Schools/Healthy Students program will be a Family Resource Center, serving 100 children and families, and the creation of a network of primary, secondary, and tertiary prevention systems through parenting, conflict resolution, mentors, and prevention curricula. The GISD initiative will implement parent training and home visit programs. A comprehensive approach to alcohol, other drugs, and violence prevention and intervention programming will include a research-based curriculum, the hiring of a student services coordinator to implement programming, peer mediation and peer counseling projects, student leadership opportunities, the hiring of a full-time counselor with a speciality in substance abuse, and a community mentoring program. School resources officers will be hired to enhance school safety initiatives that include surveillance, lighting, fencing, and crisis management.

Farmington, Utah

Partners: *Davis County School District
Davis County Mental Health and
Substance Abuse
Layton City Police Department*

The Davis County School District serves 58,903 students, and is growing at a rate of two per cent per year. Sixty-eight different languages are spoken within the district. A 1998-99 assessment identified overcrowded schools, lack of affordable housing, teen pregnancy, drugs, alcohol, and crime, and family violence as the highest areas of risk. The county's youth suicide rate is four times higher than the national average. The county also has the highest number of juvenile sex offenders in the state.

Project BRICK is designed to promote safe, drug-free, and orderly learning environments by increasing students' abilities to make positive decisions and to avoid high-risk behavior. Prevention education in grades K-12 will include alcohol and other drug issues, anti-violence programming, and respect-building. Each elementary school will have a Case Management Team that will intervene and assist students. The Junior High component includes a Student Assistance Program for students who have been referred. Prevention programming, service-learning, and careers programs also offer students opportunities to set goals and look toward the future. School reform will expand after-school programs for all students, not only at-risk populations. A Family Educational Counseling Center will be established and staffed jointly with mental health and district personnel.

Norfolk/Portsmouth, Virginia

Partners: *Norfolk Public Schools
Norfolk & Portsmouth Department of
Public Health
Norfolk & Portsmouth Police Departments*

The Norfolk/Portsmouth project will serve 36,000 students in the Norfolk school district and 17,500 students in Portsmouth. In Norfolk, 15% of the families are at or below the poverty level, with 63% of students receiving free or reduced cost meals. In Portsmouth, 19% of families are at or below the poverty level, with 56% of students receiving free or reduced cost meals. Youth in the two cities commit 26% of all homicides committed by youth statewide.

The project is a community-wide approach to creating a safe school environment, free of alcohol, drugs, and violence. Home visits by nurses, clinical therapists and outreach workers will assess the dental, nutritional, housing,

educational, employment, counseling and mental health services available to families with young children at risk for neglect. Existing family-focused programs for first-time parents at risk for abuse or neglect or with medically high-risk pregnancies will be expanded. An assessment of bullying in all schools will be used to design individual interventions for children identified as bullies or as victims of bullying. Alternative school programs will be available in all the middle schools for students who are on expulsion or long-term suspension for drugs, violence, or weapons infractions. Parent Attendance Technicians will make visits to the homes of students who are habitually truant in order work with their families.

RURAL SITES

Delta Junction, Alaska

*Partners: Delta/Greely School District
Family Centered Services of Alaska, Inc.
State of Alaska Department of Health and
Social Services, Youth Corrections*

The Delta/Greely School District serves 1,600 students. In 1990, 12% of the area population had incomes below the poverty level. Currently, 48% of students qualify for free/reduced lunches.

A comprehensive array of services, coordinated throughout the school district, will be implemented for high risk students (K-12) and their families to improve school safety, reduce or eliminate childhood risk factors before they develop into more serious problems, and better prepare students to learn. The home-based childhood development component will serve 100 high-risk families and children. The alcohol and drug use component provides prevention services to elementary schools and three counselors. Specially trained aides will focus on students at high risk for developing mental health disabilities or those already identified as such. The summer program component will include four academic/computer technology classes and two career counseling sessions. To ensure safe school district facilities, a community probation officer will serve all youth on court-ordered probation.

Show Low, Arizona

*Partners: Northern Arizona Academy
Community Counseling Centers, Inc.
Navajo County Health Department
Superior Court of Navajo County*

A recent survey indicates that approximately 59% of the Indian youth in Northern Arizona Academy live below the poverty level; 43% come from single parent homes; and 60% demonstrate low academic achievement. At the largest campus (Winslow), 48% of the students have been incarcerated one or more times, and 61% are currently on probation. Sixteen percent of the students are parents (37% of these are young mothers), and, at the time of the survey, 25% of the female students were pregnant.

The Safe Schools/Healthy Students Initiative seeks to reduce risk factors and promote a safe and drug-free environment. The Navajo County Health Department will coordinate multiple interventions—implementing prenatal physical health home visitations, immunizations, parent training, social service linkages through referrals, and advocacy systems for students and their parents. A registered nurse will provide home visits for mothers and infants following birth. To address alcohol and other drug and violence prevention/intervention, several opportunities will be available: Alcoholics Anonymous and Narcotics Anonymous support groups, Big Brothers/Big Sisters, youth leadership and mentoring programs, and cultural awareness and sensitivity training. Community Counseling Centers will provide on-site counseling and training in assessment, casework, and service delivery.

Baxley, Georgia

*Partners: Appling County Board of Education
Pineland Mental Health
Baxley Police Department*

In Appling County, over 30% of families live below the poverty line, and almost 60% of students receive free or reduced cost school lunch. The county has no alternatives, other than suspension or expulsion, for intervening with middle and high school youth that demonstrate substantial and repeated risk behaviors. Last year there were 2,328 in-school suspensions and 33 expulsions. A recent community survey revealed that residents perceive teen pregnancy (54%), illegal drugs (53%) and alcohol (37%) as the three most pressing unaddressed issues for the community.

The project has three overall goals: (1) create a safer school environment for students; (2) create healthier students and families; and (3) increase and enhance school-

community cooperation. To accomplish these goals, the project will acquire two School Resource Officers, improve school security measures, enhance substance abuse and violence curriculums, develop a powerful early intervention initiative, and create an alternative education center with a focus on employability. The project will hire four school-based mental health counselors, institute an expanded pre-kindergarten and early childhood outreach effort, develop an after-school program, provide relevant faculty and school staff training, and conduct rigorous refinement of school policy.

Hays, Kansas

*Partners: Hays Unified Schools District #489
High Plains Mental Health
Ellis County Law Enforcement*

The number of economically disadvantaged students in the Hays school district has increased 27% since 1989. Risk factors in the community include births to single teens (an 81% increase since 1990); and a 51% increase since 1996 in out-of-home placements of children age 18 and under. Juvenile court filings have increased by 41%, including arrests for battery and for theft. Of the DUI arrests, 29% were minors. The graduation rate in the school district has fallen from 97% in 1997 to 87% in 1998.

To increase the quality and degree of parent involvement in schools, RURAL will engage parents and children in fun, hands-on, after-school science and math activities. Half-price scholarships will be provided to economically disadvantaged students in the after-school program to increase parent buy-in and reduce absenteeism. RURAL will provide community outreach activities that will increase community awareness regarding the prevention of substance abuse and violence. RURAL will also mobilize the community to change the current acceptance of alcohol use, and promote healthy behaviors. RURAL will provide after school and summer school programs, a resource library, mental health consultation, service coordination (for families receiving multiple services), a learning center (for students at risk or already dropped out of school), and early intervention services.

Machias, Maine

*Partners: Washington County Consortium for
School Improvement
Lubec Regional Medical Center
Washington County Sheriff's Office*

Rural Washington County, located in the isolated northeastern coastal area of Maine, is America's easternmost, and Maine's poorest, county. Poverty and unemployment levels are among the highest in the nation. Rates of homicide, suicide, domestic violence, alcohol and marijuana use are consistently among the highest in the state of Maine. Physical and mental health services and other resources are extremely limited.

The program will focus on the highest-risk population in the total student population of 17,253. The comprehensive program will include family outreach and counseling services; early identification, referral, and treatment for troubled children; increased substance abuse and mental health counseling; parent training; teacher training; and enhanced access for at-risk students to family support services. Working together, school prevention coordinators, faculty, parents, and students will implement programs, such as Second Step, Kids on the Block, and Life Skills Training with the goal of preventing youth violence and substance abuse. Intervention and counseling services will be available to students from qualified counselors contracted from local mental health agencies.

Fertile, Minnesota

*Partners: Fertile-Beltrami Public Schools
Northwestern Mental Health Center
Tri-County Community Corrections*

The flood of 1997 had a devastating impact on families residing in rural northwestern Minnesota. Many families already in the midst of a farming crisis were left homeless. Five schools were condemned and three suffered major damage, resulting in a 118% school mobility rate. The area has the third highest rate of child abuse and neglect in the state. The area also has a 16.5% out-of-home placement rate, compared to 0.7% rate statewide. Over one-third of all families live at or below the poverty line, and almost 40% of the students qualify for free or reduced cost lunch.

A home-based public health nursing program will reach out to at-risk mothers and teen parents to improve positive parenting skills. School and community facilitators will oversee expanded after-school programs, match children with mentors, and institute parent/school forums. Teachers will be trained on how to identify, and refer for individual

and group therapy, seriously at-risk or severely emotionally disturbed children and adolescents. A resource directory of family services will also be developed and distributed to allied agencies. Teachers will be trained in resiliency and how to involve students in activities that utilize restorative justice practices. To ensure that safe school policies are followed by all students, materials will be translated in Spanish and ongoing policy reviews will be made.

Missoula, Montana

Partners: *Missoula County Public Schools*
Western Montana Mental Health Center
Missoula Police Department
Missoula District/Youth Court

Missoula County Public Schools serves 9,214 students, 34% of whom qualify for free or reduced cost lunch. Over the past 10 years, Missoula County has grown by 13%. Criminal behavior, including felony assault, rape, and robbery, has increased by 53%, and incidents of domestic violence by more than 31%. From 1993 to 1996, alcohol and other drug citations increased at a rate twice the national average, while 35% of the youth indicate life is not worth living.

School-based resource teams (SRT), school personnel, youth prevention specialists, family advocates, school resource officers, mental health specialists, and youth probation officers, will provide a coordinated and comprehensive network of outreach, assessment, prevention, intervention, linkage, and referral for students and their families. This initiative will enhance the capacity of "Neighborhood Nurses" to provide critical home-visiting services to at-risk families in targeted areas. The initiative will also use Even Start team members to provide family literacy programs, pre-school, and enhanced daycare for at-risk families. For elementary, middle, and high school students, the initiative will increase after-school activities, summer programming, and school-community interaction. A Youth Probation Officer working with the SRT will facilitate transitions for students returning to school from a juvenile justice placement. Flexible alternative educational programs will be in place to help at-risk students achieve success.

Gallup, New Mexico

Partners: *Gallup-McKinley County School District*
Rehoboth McKinley Christian Health
Care Services
The Gallup Police Department

The Gallup-McKinley County School District serves a student population of 14,400 students. Roughly half the county lies within the Navajo Indian Reservation. English is a second language for 57% of these students. Roughly 85% of the student population qualifies for free or reduced cost lunch, and 43% of the county's residents live in poverty. The county's unemployment rate is 11%, and on the Navajo Reservation it can exceed 40%.

To enhance early childhood development programs and mental health prevention and treatment services, a School Health Coordinator will be hired. This person will be responsible for case management and for the overall coordination of all mental health, psychosocial, and early childhood development services rendered to students in need. A student-focused suicide prevention program will be initiated. After-school academic, enrichment, and physical activities will be conducted in 19 neighborhood-based elementary schools to promote drug and violence prevention and early intervention. Culturally appropriate comprehensive school health programs will also be implemented. A district-wide, age-appropriate, zero-tolerance discipline policy will be implemented. School safety will be promoted through the expansion of community oriented policing services to all schools in the district, in conjunction with local law enforcement agencies.

Idabel, Oklahoma

Partners: *Idabel Public Schools*
Carl Albert Mental Health
McCurtain County Sheriff's Department

Almost 10,000 people reside in Idabel, with 1,704 students enrolled in the Idabel Public Schools. Almost 70% qualify for free or reduced school lunch. Over the past three years, incidents of student drug use and student violence have increased steadily. As a result, last year, almost twice as many students were suspended or expelled from school than in the previous two years.

Community members and leaders will develop and implement plans to address minority issues, domestic violence, economic development, Native American needs, safe schools, drug and violence prevention, family wellness, early childhood needs, and school improvement. At the core of these efforts is training on communication, prob-

lem-solving, life skills, and early identification of problem behaviors. The initiative will expand its current early childhood efforts to reach more families with children ages birth to three. A culturally specific curriculum and a rites-of-passage program will also be part of the educational reform efforts. Recreational needs of students will be met through after-school programs and a ROPES course for children ages ten and up. An extended day program and expanded student assistance services will help students with disruptive behavior or psychological and mental health needs. School security will be enhanced through additional security staff, truancy enforcement, and policy revisions.

Redmond, Oregon

*Partners: Crook Deschutes Education Service District
Deschutes County Commission on Children and Families
District Attorney's Office*

The Crook Deschutes Education Service District is composed of three school districts, serving 20,000 students in grades K-12. Total juvenile crime in the district increased by 38% between 1987 and 1996. The overall suspension and expulsion rate is alarming and consistent. Other serious indicators include a 134% increase from 1990 to 1998 in students referred to probation, a rise in the number of students in juvenile justice placements, and child abuse and neglect cases.

Project goals are to reduce violence in local schools; to reduce the incidence of alcohol, tobacco, and other drug use among youth; to increase student access to mental health/health services; and to increase school completion/graduation rates. Project objectives are to increase law enforcement presence in schools; to expand public awareness of the county's Safe Schools Alliance policies and goals; to establish mentoring opportunities for at-risk youth and after-school skill-based recreational opportunities for middle school youth; and to increase the number of school-based Family Access Network sites. The project also seeks to expand the "First Step to Success" early childhood development program; to provide comprehensive school-based mental health assessment and treatment services; to provide training for school staff in early identification of problem behaviors; and to conduct a countywide policy study and site assessments.

Newport, Rhode Island

*Partners: Newport Public Schools
Rhode Island Department for Children, Youth & Families
Newport Police Department*

The Newport School District serves 2,967 students. Of the student population, 2% receive "English as a Second Language" and/or bilingual education, and 20% receive some level of special education. Fifty-five percent of low-income Newport public school students participate in the School Breakfast Program. The teen suicide and pregnancy rates are significantly higher than the state averages.

Six teams will provide a coordinated set of prevention, education, intervention, and support services. New and existing nurse home visitation services will link with early intervention programs, emergency family services, Head Start, Even Start, and others, to strengthen supports to high-risk families with young children, as well as high-risk mothers prior to the birth of a child. In addition to expanded school-based family service coordination, reading skills support will be increased, and intensive transition services for children between pre-school and grade school, and elementary and middle school, will be provided. A community-wide mediation program, classroom-based educational programs aimed at decreasing youth violence and substance abuse, a teen hotline, recreational after-school programs, and parent seminars will be implemented.

Tazewell, Tennessee

*Partners: Clinch-Powell Educational Cooperative
Frontier Health and Cherokee Health
Claiborne, Grainger, Hancock, Hawkins, and Union County Police Departments*

In the Clinch-Powell area of Tennessee, area school districts have formed a five-county educational cooperative that serves 18,342 students. One of the counties, Hancock County, is the seventh poorest in the nation. Designated a manpower shortage area, Hancock County has no hospitals, three physicians, and one dentist. The percentage of people living in poverty is 34%, compared to 15% nationwide.

Beginning with preschool age children, counselors will provide services, referral, and consultation for those exhibiting problematic behavior. The school system will link with the Tennessee Early Intervention System to assess and refer children ages birth to three to appropriate services. Elementary school children will receive preventive services, intervention, and referral for treatment from child

development specialists. Community service agencies will link with the school systems to assess family-related issues including alcohol and other drug use. Middle and high school children will have access to mental health counselors and school resource officers. Home school visitors, who are trained social workers, will coordinate with school-based services to ensure continuity between behavior management plans at school and home. School safety strategies will include partnerships with local law enforcement officers and school facility and security measures.

Hamlin, West Virginia

*Partners: Lincoln County Board of Education
Prestera Center for Mental Health Services, Inc.
and Action Youth Care
Lincoln County Sheriff's Office*

Lincoln County is a chronically depressed rural county in southwestern West Virginia. A 1997-1998 survey indicated that over 25% of the student population had used illegal drugs and drank to the point of intoxication two weeks prior to the survey. The school reports that student suspensions, truancy, safe school violations, child protective services cases, and juvenile court referrals are continuing to increase. At least 157 students ages 6-17 have been identified with emotional and behavioral disorders.

The primary goal of the Lincoln Early Aggression Prevention Program (LEAAP) is to provide support and prevention programs for families to address social, emotional and physical needs of preschool and elementary students. Three new preschool programs will be implemented to involve parents and children in developmental activities designed to prepare the child for successful entry into school. All seven elementary schools participating in LEAAP will have leadership teams coordinated by an in-school social worker. These teams will develop programming and interventions to prevent and reduce student drug use and violence. A mentoring coordinator will link children with mentors. Teachers will be trained on how to identify youth with mental health problems and how to refer those students to specialized services provided by the consortium partners. Students that continue to be a disruptive presence in the classroom will be removed and placed in alternative learning classes. To enhance school safety, school resource officers will be a visible presence on campus.

Laramie, Wyoming

*Partners: Albany County School District #1
Laramie Police Department
Southeast Wyoming Mental Health Center*

Laramie, a small town of approximately 25,000 people, is the third largest city in Wyoming. Albany County Public Schools had 3,888 students enrolled as of April 1998. Since 1994, some decreases in drug use have been noted for 7th, 8th and 11th graders. However, the percentage of 10th and 12th graders in the high-risk group remains high. Albany County has the second highest dropout rate in the state.

The goal of the Laramie Community Safe Schools/Healthy Students Initiative is to provide a community-wide system to: (1) increase the social skills level and prosocial development of all the children in the Laramie community; (2) identify children who are at risk for problem behavior and promptly place them into effective services; and (3) intervene with children who are engaging in negative behaviors and apply an accountability-based, restorative justice model to their treatment/rehabilitation. The Initiative will intervene with high-risk families prior to the birth of a child to prevent poor parenting and child maltreatment; identify high-risk pregnancies and provide parent training; identify at-risk children, based on the risk factors of disciplinary action, drop in grades, drug use and disengagement from school, and provide appropriate evidence-based services during the crisis; offer high-risk youth and their families a service team designed to meet their needs; increase the range of sentencing options, with adequate monitoring for all options, provide comprehensive substance abuse treatment for adolescents; and identify potential violent offenders sooner in order to provide appropriate interventions.

TRIBAL SITES

Pinon, Arizona

*Partners: Pinon Unified School District #4
Chinle Department of Behavioral Health Services
Navajo Department of Law Enforcement*

The Pinon School District consists of seven small Navajo communities with a population of about 5,000 people. Only 19% of residents over 16 are employed, and the median household income is less than 20% of the rest of the nation. Ninety-two percent of students live below the poverty level and receive free/reduced cost lunches.

The initiative calls for the design and implementation of an array of services including prenatal physical and mental

health services, and the creation of a family resource center at the school district for drug and violence education. The initiative will also meet student mental health needs through screening and counseling; continuation of sweat lodges by a Medicine man for boys, and an elder woman for girls, to provide culturally appropriate healing ceremonies; the redesign and improvement of the school mental health referral system; the implementation of the K'ei Program offered by the Indian Health Service, which provides mental health services integrated with traditional Navajo healing; and active participation by mental health agencies in providing parent education services and intervention programs during school-sponsored family outreach programs. Education reform will continue through staff development based on effective teaching and learning principles; the reduction of class sizes at all levels, especially the primary grades; the hiring of tutors; and a comprehensive English literacy program for grades pre-K to 12.

Wind River Indian Reservation, Ethete, Wyoming

Partners: Wyoming Indian Schools

Indian Health Service

Wind River Office of Law Enforcement Services

The Wyoming Indian Schools is a small K-12 school district on the Wind River Indian Reservation in West Central Wyoming. There is a high prevalence of drug use and arrests, and excessive rates of suicide, homicide, juvenile delinquency, and accidental death. Existing early intervention programs do not adequately meet the needs of the youth. The Indian Health Service is the only non-reservation provider of mental health services, and can only serve 40 percent of children and families in need.

The program will use the services of health care educators, practitioners, social workers, counselors, psychologists, grandparent advisors, and school resource officers. They will work as a team out of the Intergenerational Family Resource Help Center to provide prevention and intervention programs focusing on the mental and emotional health of the preschool population. These programs will seek to reduce gangs and violence, and incorporate anti-violence and anti-drug curricula throughout the school and community. The Intergenerational Family Resource Help Center will also coordinate and increase the provision of mental health services. A school resource officer will forge the needed link between tribal law enforcement and the school.

Model Programs

CHAPTER 3

- *Model Programs described as researched by a DOJ grantee: Hamilton Fish National Institute on School & Community Violence (in collaboration with University of Maryland & Tobler Research Associates)*

This chapter presents examples of prevention programs that work—programs that are well designed, have demonstrated effectiveness, and can be implemented as part of a comprehensive school safety plan. The programs cited in this chapter were identified under a U.S. Department of Justice grant to the Hamilton Fish National Institute on School and Community Violence in collaboration with the University of Maryland and Tobler Research Associates. While several of the most effective programs are broad in scope, the programs should be viewed as components of a comprehensive school safety plan rather than as separate, all-inclusive strategies. It is important to remember that safe schools are the product of careful planning and attention to physical, social, and cultural environments. A critical component of increasing school safety is choosing programs that can be readily integrated with other activities to effectively address local needs. It is imperative that schools select programs and strategies based on results of a thorough needs assessment. Also, community stakeholders must be actively involved in developing and implementing the comprehensive school safety plan. The programs included in this chapter are intended to complement, not replace, those programs provided in last year's *Annual Report*. Not surprisingly, some of the programs are the same, but a year's worth of additional learning has allowed the identification of new, effective programs.

The data presented in this chapter are drawn from three ongoing studies of school-based efforts to prevent and reduce poor youth outcomes. The studies focus on programs designed to reduce substance use, anti-social and violent behavior, and problem behavior in general. The programs have been formally evaluated using school-aged children in school settings, and a comparison group design. They are among the most effective programs examined to date in attaining good outcomes for youth. It should be noted that many more programs were analyzed than are included in the current rankings. Supplemental information on the analyses that generated the programs included in this chapter is available from the Hamilton Fish National Institute on School and Community Violence (www.hamfish.org).

The programs presented in this chapter have been rigorously evaluated in the field. Programs listed have been ranked among the top 50 percent in terms of strong program effects by at least one of three groups of researchers. Some of the programs have been tested in multiple sites, while others have been implemented in only a single school. In choosing an appropriate intervention for inclusion in a comprehensive school safety plan, it is important to recognize the need to adapt a program to specific school environments. The conditions and populations in which programs have been tested can be quite different from those in which the program is to be adapted. Additionally, schools serve ethnically and economically diverse student populations, populations that may differ from those tested. While fidelity to a tested, theory-based program is important to maintaining program effect, research also shows that tailoring a program to address cultural differences in student populations, can increase its effectiveness. Accordingly, selection and replication of demonstrated programs should be based on the goals, objectives, needs, and available resources identified in the comprehensive school safety plan, adapting the programs as necessary, while maintaining the integrity of their original design. Assessing the effectiveness of these adapted strategies is essential.

PROGRAM DESCRIPTIONS

Violence Prevention Programs

Anger Coping Program

The Anger Coping Program is designed to provide cognitive behavioral training to preadolescent and early adolescent youth (i.e., 8 to 14 years old), but is also appropriate in an adapted form for younger children and older adolescents. The program is structured for use with groups of children in which two co-leaders administer modeling, role-playing, group problem-solving, and positive reinforcement activities, including a reward reinforcement system for goal achievement. It is recommended that one of the two co-leaders be a site-based school psychologist or school counselor. In general, groups meet for 12 or, in the updated version, 18 weeks, once per week, for 60 to 90 minutes.

In the evaluated sample, fourth, fifth, and sixth grade boys, identified by their teachers as the most aggressive and disruptive at school, were selected as participants. Students were involved with the program for a period of 12-18 weeks and exhibited 30% fewer antisocial and violent behaviors following participation in the program relative to a comparison group. The sample included both White and African-American students.

Social
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BrainPower Program

The BrainPower Program is a retraining intervention designed to reduce peer-directed aggression. The treatment is a 12-lesson cognitive intervention with materials and activities appropriate for the late elementary grades. The primary goal of the intervention is to train aggressive boys not to infer hostile peer intent in negative social encounters. The program contains three components. The first component strengthens aggressive boys' ability to detect with accuracy the intent of others. The second component is designed to increase the likelihood that aggressive boys will assume nonhostile intent when negative social encounters are ambiguous. The third component elaborates on the meaning of intentionality in the context of linking appropriate behavioral responses to ambiguously caused, negative outcomes.

Abington Senior High School

Abington, Pennsylvania

High School, Grades 10-12
Town

School Safety Focus:

Strong School, Parent, and Community Collaboration
Student Focused Instruction Strategies
Parent and Youth Support Program
Student Assistance Program
Peer Mediation

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In Abington, Pennsylvania, community members and school personnel have been concerned about students after-school alcohol and drug use. As a result, Abington developed a comprehensive, long-term prevention program to serve students from kindergarten through high school graduation.

Abington Senior High School's program is built around early prevention and includes programs that begin in the early elementary years and continually build upon previous knowledge throughout future grade levels. Prevention programming begins with building a strong social skill foundation among students through a series of lessons on decision-making skills, resistance, and refusal skills. At higher grade levels, these skills are infused with prevention education in multiple areas including awareness of tobacco, drug, and violence issues.

A key prevention component of Abington Senior High School's prevention strategy is the infusion of anti-drug and violence messages in the curriculum and instruction program. Science, health, physical education, and family and consumer science courses all include lessons about the significant consequences of tobacco, drug, and alcohol involvement. Teachers utilize in-service time to help identify and implement best practices in guiding students and giving them effective means for interacting with all members of the school community. The drug and violence prevention program is supported with effective discipline policies. Each year, students receive a Student Handbook outlining the standards of appropriate conduct and the sanctions for violation of the school code. For student suspensions due to fighting, the principal conducts an informal hearing complete with due process rights. Suspension hearings always include the student involved, their parents, the assistant principal, a guidance counselor, and the community-policing officer assigned to the school.

To help identify and respond to students who demonstrate drug and alcohol involvement, Abington High School has created a Student Assistance Program (SAP). Members of the SAP team are thoroughly trained in appropriate intervention strategies and in developing informed and stratified approaches that include parents, the school team, and mental health providers.

Abington Senior High School has reported a decrease in student suspensions from 14 drug/alcohol offenses, 38 fights, and two weapon offenses in 1993-94, to six drug/alcohol offenses, 14 fights, and zero weapon offenses in 1997-98.

The BrainPower Program is conducted as a school-based program of small group instruction. Students are seen on a pull-out basis during the course of the regular school day. Groups of six students meet twice weekly in 60-minute sessions for a total of 12 sessions. Each group should consist of four excessively aggressive and two average, nonaggressive students.

Those involved in the program were in grades three through six and were primarily African-American and Latino students from an urban setting. The participants received instruction one or two times per week for six weeks and exhibited from 12 to 20% fewer antisocial and violent behaviors relative to the comparison group after the program period ended.

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Good Behavior Game

The Good Behavior Game (GBG), for children in the first grade, aims at reducing early aggressive and shy behaviors. The program improves the teacher's ability to define tasks, set rules, and discipline students. At the beginning of the game, children are assigned to teams by their teacher who makes sure that teams contain equal numbers of aggressive/disruptive children and social isolates. Students work in teams in such a way that the individual is responsible to the rest of the group. The teacher then clearly defines a set of disruptive behaviors, which if displayed, will result in a team receiving a demerit. At the end of the game, those teams that have not exceeded the maximum number of demerits are rewarded with tangible rewards or rewarding activities, whereas those teams that have exceeded the maximum are not rewarded. Because the program seeks to modify the behavior of shy children without labeling them as such, shy children are often appointed Team Leader with the responsibility for handing out prizes. After the students become used to the rules of the game, the teacher begins the game with no warning, so that students are always aware of their own behavior.

Effects of the Good Behavior Game were measured by teacher ratings, peer nomination, and independent observations in the classrooms. All three evaluation methods showed positive effects for both males and females by the end of first grade, compared to children in the control group. During a nine-month followup, teacher ratings exhibited a 10-percent reduction while peer nominations exhibited a 19-percent reduction in aggressive behavior. By middle school, evaluations found positive results for males who had displayed early aggressive behavior in first grade. The Good Behavior Game also had measurable effects on the initiation of smoking among males. The sixth grade program youth had a prevalence rate that was six percent lower for tobacco use than nonprogram youth. The program was evaluated for African-American and White students in an urban setting.

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I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program

I Can Problem Solve (ICPS) serves as an effective violence prevention program by helping children think of nonviolent ways to solve everyday problems. It has proven to be extremely effective in helping children learn to resolve interpersonal problems and prevent antisocial behaviors. ICPS is a cognitive approach that teaches children how to think, not what to think. They learn that behavior has causes, that people have feelings, and that there is more than one way to solve a problem. As they learn to associate how they think with what they do, children become more caring and better able to share, cooperate, and get along with others.

ICPS is available in separate volumes for three developmental levels: preschool, kindergarten and primary grades, and intermediate elementary grades. The program can be easily incorporated into the classroom or adapted for use by counselors. The curriculum involves formal lessons, interaction in the classroom, and integration into the curriculum.