

## Linwood Elementary School

Robins Air Force Base, Georgia

Elementary School, Grades Pre-K-6  
390 students  
Rural

### **School Safety Focus:**

Schoolwide Discipline Plan  
Self-esteem and Self-discipline Programs  
Mentoring Program  
Afterschool Tutoring Program  
Strong Staff Commitment and Information Sharing  
Focus on Parental and Community Involvement

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Concerned with the amount of time spent responding to classroom disruptions and discipline problems, faculty at Linwood Elementary School developed a comprehensive strategy to help improve student behavior. The school's Discipline Committee identified a need to improve student courtesy and respect, as well as inter-personal relationships. After researching and reviewing various discipline plans and strategies, the Committee implemented the *Linwood Pride Discipline Plan: Making Responsible Choices* to help students take responsibility for their own actions. Developed by teachers, students, and parents, the *Linwood Pride Discipline Plan* aims to teach students responsible decision making. Students are consistently reminded of the underlying theme of the Discipline Plan—"We believe in you. We trust you. We know you can do it." The program's philosophy is based on several premises: each person is a responsible decision maker; each person makes many choices every day; each person decides how to behave; no one else causes a person to do anything, and each person chooses success or failure.

If a student does not make responsible choices, they visit the Opportunity Room—a designated room for students to think about their decisions, discuss what occurred, and develop an action plan for the next time they are placed in a similar situation. A trained school counselor works closely with each student to provide support and to determine when students need additional services, such as mentoring, counseling, or designing an individual behavior plan.

Linwood Elementary School has created a school climate that is highly conducive to the learning process and academic achievement. Students and staff members constantly reinforce the school's vision and mission statement, "Children should be accepting of and compassionate toward others." A full-time nurse and guidance counselor supplement and complement the work of the classroom teacher in creating a nurturing and safe environment.

Parental involvement is encouraged through active recruiting in school newsletters, flyers, and invitations to eat lunch with their children at school. A Parent Resource Center offers parents the opportunity to work on projects for teachers, read with children, and participate in small group discussions on student issues. During the 1997-98 school year, parent volunteers logged in 5,180 hours of service to the school, a 25% increase from the previous year.

Each year the school discipline plan is evaluated. The percentage of students demonstrating acceptable behavior increased from 84% in the 1996-97 school year to 92% in 1997-98. Furthermore, the percentage of students referred to the Opportunity Room fell from 29% to 16% during the same period.

Based on more than 20 years of research, researchers have observed a substantial improvement in behavioral adjustment attributable to the program. Importantly, youngsters not showing behavior problems in preschool were less likely to begin showing them later. Evaluators observed a 56 to 62% reduction (during the followup evaluations) in problem behaviors of the 113 trained pre-kindergarten and kindergarten, inner-city children, compared to the 106 children in the control group.

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**Kid Power Program**

The Kid Power Program is a school-based prevention and intervention program for elementary schools, funded by the Florida Department of Children and Families. The Kid Power model is designed to prevent multiple-risk students from becoming involved with alcohol and other drugs and from being violent. Each Kid Power program provides individual and group preventive counseling, events, and activities for the students and their families. Additionally, counselors serve as resource persons for alcohol, tobacco, and other drug use prevention and intervention services within their schools.

Students who display risk factors that research has shown to be associated with substance abuse behavior are selected after a screening process involving the Kid Power counselor, students, parents, and school personnel. Selected participants are those most likely to demonstrate academic and social gains through a program promoting healthy peer interaction, positive school experiences, and preventive counseling sessions.

Each Kid Power Program is presented by a counselor who is experienced and trained in mental health and substance abuse and who brings a diversified background of experience working with children. Each counselor serves approximately 20 children in grades one through five "full time" for the first program semester. Each participant receives weekly individual and group counseling with maximum assistance provided to the family as needed and as their individual cooperation permits. Second semester Kid Power enrollees are considered "part time" and each child receives group counseling, varying from weekly to monthly, depending on the needs of the individual student.

The majority of students in the program are white males. The students received the program three or four times per week for 18 weeks. After the program, participating students exhibited 40% fewer antisocial and violent behaviors relative to a comparison group.

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**Metropolitan Area Child Study**

The Metropolitan Area Child Study (MACS) is a multicomponent violence and substance use prevention program that also aims to enhance and support prosocial behavior and academic achievement. This program seeks to affect the child's thinking and behavior, while also affecting the major influences on development (teachers, peers, and parents). As presently configured, three levels of intervention can be implemented. The most basic program combines teacher training in classroom behavior management and instructional techniques with a classroom-based social-skills, social problem-solving curriculum (20 weeks over two years). A 20-session, small-group component for children with above average risk for aggression can also be added. This component is delivered through weekly sessions with six to eight children. A third component involves families in 22 weekly meetings.

The program has been designed to be implemented in elementary schools with one version focused on second and third grades and one on fifth and sixth grades. Skills training in the general curriculum and the small group include social skills, perspective taking, conflict resolution, and managing media violence. The family meetings focus on parenting practices, managing development, and aiding in

reducing individual, family, and community risk factors for drug abuse, school failure, and violence. The strongest effects have been found when the three components are implemented as an integrated intervention.

The program was developed with a multiethnic, economically disadvantaged population. It has been subjected to extensive and careful evaluation. The full/integrated program has shown effectiveness in reducing aggression, improving academic functioning, and lessening rates of later delinquency.

African-American and Latino students in an urban setting received instruction continuously for two school years. Those students in grades two through six who received instruction exhibited 40% fewer antisocial and violent behaviors than comparable students not receiving the program.

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 **Peer Mediation Program**

This program is one important component of a comprehensive school-based conflict resolution program. In this program, students in grades 6-12 are selected based on nominations by faculty, staff, and students to receive peer mediation training, preparing them to serve as neutral mediators who assist other students in resolving conflict situations. The suggested basic peer mediation training takes approximately 12 to 15 hours over two days and includes activities related to understanding conflict, responses to conflict, origins of conflict, communications skills, the role of the mediator, and the mediation process. In addition, subsequent biweekly meetings incorporate more advanced activities, addressing bias awareness, social and cultural diversity, advanced communication, dealing with anger, caucusing, negotiating, and group problem solving. Program materials include a program guide, a student manual, and an optional training video. The program also includes training workshops and activities for staff, students, parents, and communities.

An evaluation of the program included students of mixed ethnicity in an urban setting who exhibited a 19% reduction in antisocial and violent behaviors.

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**Positive Adolescent Choices Training**

The Positive Adolescent Choices Training (PACT) program is designed to reduce the chances that at-risk adolescents will become victims or perpetrators of violence. It addresses the problem of expressive violence, which involves loss of control among family, friends, and acquaintances, and represents the greatest threat to adolescents. Although developed especially for sensitivity to the needs of African-American youth, the techniques used in the program are applicable to, and are frequently used with, multi-ethnic groups.

PACT primarily targets high-risk youth between the ages of 12 and 16 who are selected by teachers on the basis of skill deficiencies in relating to peers, behavior problems (particularly aggression), and/or a history of violence, victimization, or exposure to violence. PACT helps adolescents learn more appropriate and socially effective ways of interacting with others, how to recognize and control angry emotions that can interfere with verbal resolutions to conflict, and how to understand and avoid violence risk. Training takes place in small groups of no more than 10, targeting skills that include giving constructive criticism (expressing criticism or displeasure calmly), receiving negative feedback (reacting appropriately to criticism and anger of others), and negotiating (identifying problems and potential solutions and learning to compromise).

The curriculum features lessons one or two times per week for 19 weeks. Students receiving instruction reduced antisocial and violent behaviors by 38%.

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**Teaching Students to be Peacemakers**

"Teaching Students To Be Peacemakers" is a resource that shows teachers how they can encourage students to resolve disagreements peacefully. A book of the same name contains many practical strategies as well as specific suggestions to teach conflict resolution procedures and skills to students.

During the training program for "Teaching Students To Be Peacemakers," participants learn how to establish a peer mediation program as a classroom and school discipline program. Students are taught what is and is not a conflict, how to negotiate integrative agreements, and how to mediate schoolmates' conflicts. The peer mediation program is established and the role of mediator is rotated so that every student serves as mediator an equal amount of time. Participants learn how to infuse the conflict resolution training into different subject areas.

Students are given a copy of *My Mediation Notebook* containing lessons from *Teaching Students to be Peacemakers*. The program consists of cooperative learning procedures such as: procedural learning, role-playing, drill and review exercises, and small group discussion. The students are taught a negotiation procedure consisting of six

steps: (1) describing what you want; (2) describing how you feel; (3) explaining the reasons underlying those wants and feelings; (4) reversing perspectives; (5) inventing optional agreements for mutual gain; and (6) reaching an integrative agreement. The students are also taught a four-step mediation procedure: (1) ending hostility; (2) ensuring commitment to mediation; (3) facilitating negotiations; and (4) formalizing the agreement.

Evaluators observed a reduction in antisocial and violent behaviors of 63% in students who participated in the program, compared with students who did not participate.

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★ **Think First**

The Think First program is an anger and aggression management training for secondary level students. The program trains students in anger-control and problem-solving skills through extensive use of role-playing and modeling techniques. A reward system is used to promote attendance and completion of homework assignments. The program contains ten 50-minute curricular sessions designed to be spread over a minimum of 12 weeks. Think First places exclusive emphasis on the management of school-related anger and aggression. Video examples produced in a large urban high school show typical classroom and hallway encounters involving student to student and student to teacher.

The program was evaluated with a group of 47 middle school students from an urban setting. Program participants had a 29% success rate differential over nonparticipants in self-reported aggression and a 5% success rate differential in teacher reported aggressive behavior. A significant difference was also found in number of office referrals for disciplinary problems.

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## **C.W. Otto Middle School**

Lansing, Michigan

Middle School, Grades 6-8  
Urban

### **School Safety Focus:**

Peace Center Program  
School Norms Against Violence, Aggression, and Bullying  
Strong Mentoring Program  
Focus on Early Intervention and  
Persistent Problem Behaviors

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In 1994, the Mayor of Lansing identified youth violence as a major problem and called for the formation of a coalition of local government, law enforcement, public schools, prevention agencies, and representatives from the community. The coalition examined community survey data that suggested increases in school discipline problems and suspensions, particularly for fighting and dropouts. According to risk assessment data, the greatest increase among the selected indicators was early initiation and persistent problem behaviors.

In response, the Youth Violence Prevention Coalition developed a comprehensive, multi-faceted strategy to address identified problems. At Otto Middle School, the prevention strategy included creation of The Peace Center. Peace Center activities include peer mediation, an after-school community service and violence prevention club, a Parent Partner program offering support resources and classes for parents throughout the school year. In addition, the Center provides transition activities for students preparing to enter middle school and those students preparing to leave for high school. The creation of a school culture of nonviolence has been one of the most noticeable changes at Otto.

At Otto, "Power for Living" is a required course for all eighth graders. The curriculum used for the course provides a systematic approach to substance abuse and violence prevention education and is taught by a curriculum-certified teacher. Eighth graders also receive special instruction in social studies classes on law education and reporting weapon carrying and crimes to appropriate officials.

Parents play an important role in Otto's drug and violence prevention strategy. Parent classes are held periodically on topics such as "Conflict Resolution at Home" and "Asset Building." Each parent of an incoming student also receives a welcome bag of school materials accompanied by alcohol, tobacco, and other drug abuse and violence prevention information. A Parent Resource Library provides parents with books, pamphlets, and videos on a myriad of topics such as discipline, communication, and conflict resolution skills.

During the first six months of the program, there was a 14% decrease in suspensions at school. Teachers and students also reported feeling safer since the program began. Almost two-thirds of teachers surveyed in 1997 felt safer in or near their school than they did the previous year; and 83% indicated that the program made a difference in maintaining or reducing conflicts at school. Similarly, 70% of students who had used the peer mediation program said that school climate at Otto had improved.

### *Violence Prevention Curriculum for Adolescents*

The Violence Prevention Curriculum for Adolescents can be used individually or in conjunction with the Teenage Health Teaching Modules, a comprehensive health curriculum. (See Substance Use Prevention Programs, below.)

Targeted to grades 9 and 10, students explore the nature of interpersonal violence and consider ways to prevent it. The class discusses homicide statistics and characteristics, then considers the major risk factors for violence: alcohol and other drugs, weapons, and poverty. Students examine the causes of anger and healthy and unhealthy ways to express it. Next, they analyze the positive and negative results of fighting and role-play what happens before, during, and after a fight, learning that the longer they allow an altercation to develop, the harder it is to stop. Finally, they discuss strategies for preventing fights and practice nonviolent alternatives to fighting.

The sample of students in both urban and rural settings received the curriculum one to four times per week. After the program, they exhibited a reduction in antisocial and violent behaviors of 25%.

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### **Substance Use Prevention Programs**

#### *Adolescents Learning Positive Health Alternative Initiative*

The Adolescents Learning Positive Health Alternative (ALPHA) Initiative is a peer-led substance use prevention program that enlists socially prominent, drug-free 11th and 12th grade youth to introduce communication techniques, refusal skills, assertiveness skills, and decision making skills to 7th, 8th, and 9th grade youth. Peer leaders are selected by the student body, faculty, and school administrators and are trained in methods of classroom management and group facilitation.

A team of two or three peer leaders implements the program in junior high or middle school classrooms without teachers present. ALPHA teams are supervised by an in-school sponsor who oversees the program. The curriculum consists of 12 sessions administered over the course of 12 weekly sessions. Each session has clear learning objectives, training protocol, and classroom activities and incorporates both cognitive and affective experiences. Curriculum content strives to change the students' perception that drug use

is expected to the notion that drug use is socially unacceptable.

Evaluation results of ninth grade ALPHA Initiative participants in a rural school environment showed a substance use prevalence rate that was 14% lower than the nonprogram youth. These results were maintained for a year.

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#### *All Stars Program*

The All Stars Program targets factors believed to influence high-risk behaviors in early adolescence. It is designed to promote positive character development, while deterring the onset of negative behaviors. The core program involves 14, 45-minute classroom sessions, with supplemental home-based components. An eight session booster program is also available. Students are taught that high-risk behaviors interfere with their desired lifestyle. The interactive curriculum uses games, debates, projects, taped performances, and active discussion to promote student commitment to avoiding high-risk behaviors, teaching ideals incompatible with high-risk behavior, and increasing students' awareness about the prevalence and acceptability of high-risk behavior among their peers.

The evaluated sample of All Stars included seventh grade students in a small, multiethnic North Carolina town consisting of mainly blue collar and midlevel-professional households. The seventh grade program youth had a prevalence rate that was 8% lower for use of alcohol, tobacco, marijuana, and hard drugs than nonprogram youth.

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## Juneau-Douglas High School

Juneau, Alaska

High School, Grades 9-12  
Town

### **School Safety Focus:**

Peer Empowerment  
Peer education and Mentoring  
Service Learning  
Daily Exposure and Reinforcement of  
Prevention Activities  
Strong Student Ownership

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Southeast Alaska, where Juneau is the hub city, has the highest rate of binge drinking in the state and the highest alcoholism rate per capita in the nation. In 1996, Alaskan educators and community members, Juneau representatives among them, were designated to develop "Healthy Life Skills Standards for all Alaskan Students." They identified an epidemic of adolescent personal and social irresponsibility as the most pressing problem involving youth. High rates of drug and alcohol use, teen pregnancy, and suicide were evident. Results from the most recent Youth Risk Behavior Survey conducted in Juneau indicated that 79% of high school students have consumed alcohol on one or more days in their lifetime. In addition, 26% have consumed alcohol one or more days in during the past 20-39 days. A 1995 Juneau Community Profile Risk Assessment also indicated high levels of youth alcohol, tobacco, and other drug use.

In response, Juneau-Douglas High School has adopted the "Students for Social Responsibility and Mediation" (SSRM) program. The program's main focus is on peer empowerment and personal and social skills delivered through peer education and mentoring, experiential learning, retreats, and a "teacher as respectful coach" approach to instruction. The SSRM program works in close cooperation with other prevention players, among them the Juneau-Douglas High School Student Assistance Program, the Police Officer in the Schools Program, the Mayor's Task Force on Youth, a local Inter-Agency team, the Juneau Career Center, the Teen Health Center, the Teen Court, and 11 other community agencies.

The overall goal of the SSRM program in the Juneau School District is to create dynamic school-based communities that challenge and support each student to demonstrate responsible behavior, both personally and socially. Students are taught empowerment through assuming real life roles—roles of responsibility, caring, and authority.

As a result of these efforts, Juneau-Douglas has documented a significant decrease in student violence as well as an overall reduction in drug use. Not only have suspensions decreased from 1997 to 1998, but there has also been a shift in the reasons for suspension. Previously, the main reason cited for male suspension was possession of controlled substances. In 1998, the primary reason for suspension was failure to serve detention. Suspensions for female students changed similarly, with the main reason for suspension being assault in 1997. In 1998, the primary reason for suspension was failure to serve detention.

### *Growing Healthy*

Growing Healthy, a comprehensive, school health education curriculum for kindergarten through grade six, is designed to promote healthy behaviors through knowledge and skills building. The program is built on the premise that children who understand how their bodies work, how certain behaviors impact health, and who are adequately equipped with specific decision making skills will be able to resist social pressures to engage in risk behaviors such as using alcohol, tobacco, and other drugs.

Growing Healthy provides 50 hours of classroom instruction in a series of approximately 50 sequential lessons at each grade level. Ten health content areas are addressed yearly and include growth and development, mental and emotional health, personal health, family life and health, nutrition, disease prevention and control, safety and first aid, consumer health, substance use and abuse, and community and environmental health management.

Materials are grade specific and include curriculum guides, peripheral materials (e.g., books, videos, models, games, and software), teacher materials (e.g., charts, posters, activity cards), and student handouts. Complete implementation is necessary, as the curriculum builds upon previously learned knowledge and skills.

The evaluated sample included suburban students in grades four through six. The fifth and sixth grade program youth had a prevalence rate that was 15% lower for use of alcohol and tobacco than nonprogram youth.

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### *Know Your Body*

Know Your Body (KYB) is an innovative, comprehensive, skills-based health education program for children in grades K-6. KYB aims to provide young people with the knowledge, attitudes, skills, and experience necessary to practice health behaviors. KYB instills within children a belief that they are responsible for their own thoughts, feelings, and actions to maintain a healthy lifestyle.

The KYB curriculum utilizes a combination of developmentally-appropriate health instruction, as well as cognitive and behavioral skills building, to address a wide range of health and social issue-related topics. At the beginning of

each grade level, a skill-builder unit promotes the development of self-esteem, goal setting, decision making, communication, assertiveness, and stress management. All student activities are aligned to one or more of the National Health Education Standards and the New Standards Primary Literacy Standards for the English Language Arts. The program also includes performance assessments, workshops, brochures, and letters for families. KYB can easily be integrated into the following programs in typical schools: science, math, social studies, language arts, and physical education.

In the majority of schools, KYB is taught by the classroom generalist. It is recommended that KYB curriculum be preceded by a teacher training session. The KYB teacher training is individually tailored to meet the specific needs of the school, district, and community.

The curriculum is multiethnic and has been translated into seven languages. To complete the core lessons of the curriculum, approximately 35 hours of classroom instruction are required per year. The program was evaluated for a sample of African-American and White students in an urban setting. The fifth and sixth grade program youth had a prevalence rate for tobacco that was 23 percent lower than non program youth.

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### *Life Skills Training*

The Life Skills Training (LST) program is designed to prevent tobacco, alcohol, and other drug use by providing middle school students, the motivation and skills necessary to resist peer and media pressure to use drugs. LST is a three-year sequential curriculum. The first year consists of 15 class periods in the sixth or seventh grade followed by a two-year booster component of ten class periods in the second year and five class periods in the third. The core curriculum focuses on providing prevention-related information, promoting antidrug norms, teaching drug refusal skills, and facilitating the development of self-management and general social skills.

LST has been tested with a wide range of adolescents and has been shown effective among White, African-American, and Latino youths, both male and female, in

urban, suburban, and rural environments. The seventh grade program youth had a prevalence rate for use of alcohol, tobacco, and marijuana that was 6% lower than the nonprogram youth. Additional evaluations of the Life Skills Training program found a 31% reduction in alcohol use, 32% reduction in alcohol and marijuana use after four months, and 4% reduction in alcohol and marijuana use after 16 months for those students involved with the program.

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**Preventive Alcohol Education Program**

To increase skills in resisting the persuasive efforts of their peers, youth view a film on the physiological effects of alcohol and the types of arguments people use to convince others that they can drink and drive safely. Question and answer sessions follow with in-class role-plays. Attempting to "inoculate" the students against driving drunk, the role-plays use scripts that focus on situations involving alcohol and provide familiarity with pro-drinking-and-driving arguments that encourage peers to engage in these risky behaviors. The role-plays are followed by immediate feedback. Finally, a slide show summarizes the knowledge component and argument portions of the previous sessions.

Ninth graders receive this program for two to three hours per week for five weeks. The self-reports of the program youth compared to the nonprogram youth show a prevalence rate that was 16% lower for frequency of drinking alcohol in the last 30 days. Importantly, program youth also report an impressive 22% reduction in actual refusals to drive with friends who had been drinking.

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**Project Northland**

Project Northland is a comprehensive alcohol use prevention curriculum for middle school aged youth, their parents,

schools, and communities. The curriculum combines classroom-based interventions with parent, peer, and community wide interventions to reduce underage drinking. Parental involvement is an essential feature of the program, with the greatest emphasis occurring in the first two years. The parent component focuses on building parent/child relationships and promoting communication on the subject of alcohol use. The program includes both demand and supply reduction strategies at all levels of the intervention.

The curriculum is available for grades six through eight. "Slick Tracy" is the grade six intervention and is conducted primarily with parents and adolescents in their homes. This portion of the curriculum presents facts on underage drinking and health and discusses parental communication with teens about drinking, parents as role models, developing family guidelines against underage drinking, peer pressures and resistance strategies, and the consequences of underage drinking. The seventh-grade program, "Amazing Alternatives!," maintains active parent components but works primarily with students in the classroom. This school-based intervention aims to develop skills for dealing with peers and to build positive peer group influences. "PowerLines," the eighth grade classroom intervention, emphasizes influences beyond peers and families and empowers students to create healthy changes in their broader communities to discourage underage drinking.

The program was implemented in a rural setting. Students received instruction four hours per month for two to three months each of the three years. The seventh and eighth grade program youth had a prevalence rate that was 10% lower for use of alcohol, tobacco, and marijuana than the nonprogram youth.

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### ***Project STAR***

Project STAR, also known as Project I-STAR or the Midwestern Prevention Project (MPP), is a comprehensive, community-based drug abuse prevention program that bridges the transition from early adolescence to middle through later adolescence. Since early adolescence is the first risk period for gateway drug use (i.e., alcohol, cigarettes, and marijuana), programming is initiated with whole populations of middle school (sixth or seventh grade) students.

This multicomponent, comprehensive school-based program is available on a limited basis to communities that have collectively determined a need for the program and that have formed a community collaborative linked to the school, parents, business, civic leaders, local government or law enforcement, and the media. Generally the community will have conducted a needs assessment of both the school and the community prior to pursuing adoption of Project STAR.

Seventh and eighth grade youth who participated in Project STAR had a prevalence rate that was 9% lower for alcohol, tobacco, and marijuana use compared to youth who did not participate. Effects on gateway drugs were maintained through high school. Toward the end of high school and into young adulthood, effects emerged on other drugs, including cocaine, methamphetamines, and LSD.

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### ***Teenage Health Teaching Modules***

The Teenage Health Teaching Modules (THTM), for students in grades 6-12, is a comprehensive health program that targets the secondary grades. The curriculum contains materials on alcohol, tobacco and other drugs, and emphasizes resistance, personal, and social skills taught through cooperative and small group learning. Many homework assignments involve families, and optional community service projects are presented. The curriculum is published by the Education Development Center.

The program consists of a series of modules, each of which includes a teacher's guide with a detailed framework for conducting classroom activities. Each module contains 6-15 class sessions, 45 minutes long. Certain essential health skills are highlighted in each module including risk assessment, self-assessment, communication, decision making, goal setting, health advocacy, and healthy self-management. The underlying philosophy of THTM is that everything we do or do not do is a statement of who we are; we express ourselves, our values, and our beliefs through behavior. The program provides opportunities for students to recognize that many factors affect health and well-being.

Students from a mix of ethnic and racial groups received instruction seven hours per month for four months. The 7th through 12th grade program youth had a prevalence rate that was 7% lower for the use of alcohol, tobacco, and hard drugs than nonprogram youth. (See also "Violence Prevention Curriculum for Adolescents" under Violence Prevention Programs, above.)

#### **Contact information:**

Education Development Center, Inc.  
55 Chapel Street  
Newton, MA 02458-1840  
Tel: (800) 225-4276  
[www.edc.org](http://www.edc.org)

### ***Westchester Student Assistance Program***

The Westchester Student Assistance Program (SAP) is based on the successful employee assistance programs used by industry to identify employees whose work and lives are adversely affected by substance abuse. SAP provides confidential counseling in small groups of 6-10 youths or individual counseling during the school day. The counseling groups are organized by problem area. Examples of some of the groups include students new to the school district, students who acknowledge having problems with parents or peers, seniors who are unsure about post-graduation

## Gonzalo Garza Independence High School

Austin, Texas

High School, Grades 9-12  
Urban

### **School Safety Focus:**

Small, Caring School Environment  
Individualized Instruction

### **Contact Information:**

Vicki Baldwin, Principal  
Gonzalo Garza Independence High School  
1600 Chicon Street  
Austin, TX  
(512) 414-8600 (phone)  
(512) 414-8610 (fax)  
[www.austin.isd.tenet.edu/campuses/schools/hs/garza](http://www.austin.isd.tenet.edu/campuses/schools/hs/garza)

Gonzalo Garza Independence High School is a school of choice that is available to high school aged students throughout Austin who wish to earn their high school diploma. It was designed to remove the traditional barriers of a typical high school, utilizing best practices and the most current research. Garza exemplifies excellence and equity for all its students through an individualized, challenging, and accelerated education that reengages young people in learning and restores confidence in their talents and abilities. Above all, Garza strives for a sense of community, collaboration, caring, and empowerment in a drug-free, safe environment.

A small school of 300 students, Garza is designed to be an alternative to the traditional high school for students who may not have had successful educational experiences in the past. Students apply to Garza and are admitted based on their desire to succeed. Fourteen percent of students at Garza are recovered dropouts who were not in school immediately prior to enrolling at Garza. The remaining students were previously enrolled in one of the ten other Austin high schools.

Garza's emphasis on individualizing instruction in an atmosphere of trust and respect has met with success. In its first 23 weeks of operation, 49 students met graduation requirements. During the 1998-99 school year, 119 students met graduation requirements, more than doubling the number of students from the previous semester. Students benefit from an innovative interdisciplinary curriculum that integrates academic content with career development and project-based learning, allowing students to develop high-level skills in a real-world context. Standards and expectations are high for all students as they master the curriculum and meet all local and state graduation requirements. Indeed, many students graduate with honors in an advanced plan while others are currently dual-enrolled in college courses at Austin Community College. Further, students learn the value of community and civic responsibility by completing community service projects in which they give at least 20 hours of service.

Garza's diverse ethnic and socio-economic population, however, is not immune to the effects of violence and drugs. In February 1999, a student was lost to a drug overdose after a long battle in and out of rehabilitation. And, just days before the school shootings in Colorado, two students died in particularly sad circumstances, one from suicide, the other murdered. However, while Garza students encounter violence in a very real and frightening way outside of school, they have yet to experience it in school. Since its opening in January 1998, Garza has not seen a single act of violence, any weapons, or incidents of graffiti.

plans, students with alcoholic parents, and students who are abusing alcohol or drugs.

Groups are rotated through the school schedule so that no student misses the same class more than once every eight weeks. Most of the youth voluntarily choose to work with the SAP counselors. Some are required to participate in the counseling because they have violated school policy. The counselors hold graduate degrees and have at least two years of experience. This program is one of the most promising approaches for high school youth (grades 9-12). SAP youth showed a 38% lower prevalence rate for use of alcohol, marijuana, and hard drugs compared to other Westchester County youth.

**Contact information:**

Ellen Morehouse  
Student Assistance Services  
660 White Plains Road  
Tarrytown, NY 10591  
Tel: (914) 332-1300  
Fax: (914) 366-8826  
E-mail: sascorp@aol.com

**Problem Behavior Prevention Programs**

*Behavioral Monitoring and Reinforcement Program*

The program targets adolescents who demonstrate characteristics that have been associated with delinquency and substance abuse, including: low motivation for school, disregard for rules, and feelings of alienation from their parents. Risk factors include academic failure, early behavior problems, alienation from family, and low level of commitment to school. The intervention involves four components: weekly report cards, discussion of report cards, parental contact, and booster sessions in later years. Program staff compile a weekly report card on the basis of teacher interviews regarding behavior in the classroom (i.e., bringing materials to class, tardiness, and completion of work.) Students meet with program staff in small group sessions to discuss the report cards. Positive reports elicit praise and approval from staff, while negative reports elicit discussions of how the student can improve their behavior. Parents are kept informed of their children's progress through phone calls, letters, and home visits. After two years of the intervention, students attend booster sessions given every two weeks that follow the same format.

The intervention begins when students are in the seventh grade and lasts for three years, including booster sessions. Evaluations show a 35% reduction in arrests (having a county court file) and a 40% reduction in drug use for students who participated in the program compared with students who did not participate.

**Contact information:**

Brenna Bry, Ph.D.  
Graduate School of Applied and  
Professional Psychology  
Rutgers University  
152 Frelinghuysen Road  
Piscataway, NJ 08854-8085  
Tel: (732) 445-2118  
Fax: (732) 445-4888  
E-mail: bbry@rci.rutgers.edu

 **Fast Track**

Fast Track is a long-term program that targets chronic and severe conduct problems of children through interventions with the school, home, and individual student. The program contains both universal and selective levels of intervention. The universal intervention is a primary prevention strategy directed at all first- through fifth-grade children to strengthen the skills needed for successful adaptation to school and to prevent the emergence of school adjustment difficulties. The goal of the universal intervention is to reduce the disruptiveness of the classroom and improve its manageability by the teacher. These changes reduce the level of stimulation for inappropriate behavior on the part of the high risk children who receive the selective intervention. Classroom teachers are trained by Fast Track staff in the use of the Promoting Alternative Thinking Strategies (PATHS) curriculum.

The high-risk children are identified in kindergarten by their disruptive behavior at school and at home. They receive a program of services that extends from first grade through the end of middle school. It is most intensive in first grade, consisting of parent and child skill building groups, home visits with families, a peer relations component at school, reading tutoring, and school-based case management. The frequency of groups is reduced in successive grades but involves a more intense intervention again at the transition into middle school, where parenting and youth support services continue along with mentoring and support for identity and vocational development.

## Margaret Leary Elementary School

Butte, Montana

Elementary School, Grades K-6  
Town

### **School Safety Focus:**

School Safety Team  
Conflict Resolution  
Effective Classroom Management  
Crisis Response Plan  
Strong Community Involvement

### **Contact Information:**

Paula Lynch, Principal  
Margaret Leary Elementary School  
1301 4 Mile Vue Road  
Butte, MT 59701  
(406) 496-2100 (phone)  
(406) 494-1216 (fax)

[gallery.in-tch.com/~buttesd1/district/schools/mgleary/default](http://gallery.in-tch.com/~buttesd1/district/schools/mgleary/default)

On April 24, 1994, Margaret Leary Elementary School was the site of a school shooting. The shooter, a ten-year-old student, killed another student as the children lined up to enter the school for the day. The tragedy served as a wake-up call, not only to Butte, but to all Montana schools, and propelled the school community into action.

A site-based School Safety Team played a critical role in helping the school heal and return to teaching and learning activities. The Safety Team instituted a comprehensive plan designed to support the school community that includes conflict resolution and after-school programs, mentorships, student assistance teams, school security checks, and crime victim assistance programs. The school also developed a school-wide disaster prevention, intervention, and response plan. Intervention strategies utilized in the plan include: active collaboration among community/government agencies, after-school daycare, structured recreation, safe school team building, positive self-esteem building, training on early warning signs of violence, and development of classroom management and crisis planning procedures.

All School Safety Team members and classroom teachers are trained in student behavior modification and help develop action plans for students identified as at-risk by parents, teachers, or other students. This team takes responsibility for every aspect of the student's needs by developing workable solutions for both academic and emotional issues. Safety Team members also participate in conflict resolution training and in a Playground Facilitator program. The school counselor is trained in the Second Step curriculum and has trained other district counselors in teaching violence prevention and response to post-traumatic stress.

The Safety Team also helps establish community partnerships and mentoring programs. The Safety Team is currently creating a Parent Resource Center for parenting classes and adult educational programs.

Since the establishment of the School Safety Team, Margaret Leary Elementary School has begun to heal its wounds. The multiple, integrated prevention activities have resulted in a school environment that is cohesive, and includes community participation.

The program was evaluated for over 900 high-risk youth from four different U.S. communities, who received the program during their first, second, and third grade years. Evaluators found that 11% fewer students in the program were diagnosed with an Individual Education Plan (students showing a need for special education attention), than students not participating in the program.

**Contact information:**

John Coie  
Psychology Department  
Duke University  
Box 90085  
Durham, NC 27708-0085  
Tel: (919) 286-2008, ext. 222  
Fax: (919) 286-3221  
E-mail: john.coie@duke.edu  
www.fasttrack.vanderbilt.edu

Evaluators found a 4% reduction in drug use, a 3% reduction in total delinquency, and a 4.5% reduction in minor offenses for those students that received G.R.E.A.T. training, compared to those students who did not receive training.

**Contact information:**

ATF G.R.E.A.T. Program Branch  
P.O. Box 50418  
Washington, DC 20091-0418  
Tel: (800) 726-7070  
E-mail: great@atfhq.af.treas.gov  
www.af.treas.gov/great/great.htm

 **Gang Resistance Education and Training Program**

The Gang Resistance Education and Training (G.R.E.A.T.) Program is a gang and violence prevention program for grades three through eight with a nine-lesson core curriculum. It is designed to help children set goals for themselves, resist pressures, learn how to resolve conflict without violence, and understand how gangs and youth violence impact the quality of their lives. G.R.E.A.T. students discover for themselves the ramifications of gang and youth violence through structured exercises and interactive approaches to learning. The program brings together the combined efforts of law enforcement, schools, and the community to make a difference in the lives of children by providing them with the necessary skills and information to say "no" to gangs and acts of random violence.

The G.R.E.A.T. curriculum is taught by trained, certified, uniformed police officers/special agents to elementary, junior high, and middle school children. The classroom sessions include material on laws, crime, victims, gangs, and drug use. Both the police officer/special agent and the teacher work together to reduce gang involvement in the school and the community.

## Resources

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### CHAPTER 4

The organizations and resources listed are not exhaustive, nor is their inclusion intended as an endorsement by the U.S. Department of Education or the U.S. Department of Justice. Rather, these listings are intended to assist schools and communities in developing and enhancing comprehensive school safety plans.

## **FEDERAL RESOURCES**

### **U.S. Department of Education**

400 Maryland Avenue, SW  
Washington, DC 20202  
[www.ed.gov](http://www.ed.gov)

#### **Safe and Drug-Free Schools Program**

[www.ed.gov/offices/OESE/SDFS](http://www.ed.gov/offices/OESE/SDFS)

The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol, and tobacco use, and violence, through education and prevention activities in our Nation's schools.

#### **Office of Special Education Programs (OSEP)**

[www.ed.gov/offices/OSERS/OSEP](http://www.ed.gov/offices/OSERS/OSEP)

OSEP provides leadership and fiscal resources to assist State and local efforts to educate children with disabilities in order to improve results for those children and to ensure equal protection of the law.

#### **Office of Correctional Education (OCE)**

[www.ed.gov/offices/OVAE/OCE](http://www.ed.gov/offices/OVAE/OCE)

In April 1991, the U.S. Department of Education created a new office to provide national leadership on issues in correctional education. OCE provides technical assistance to States, local schools, and correctional institutions and shares information on correctional education.

#### **Regional Education Laboratories**

[www.nwrel.org/national](http://www.nwrel.org/national)

This website provides a map of links to all 10 Regional Education Laboratories supported by the U.S. Department of Education to provide technical assistance to educators.

### **U.S. Department of Justice**

950 Pennsylvania Avenue, NW  
Washington, DC 20530-0001  
[www.usdoj.gov](http://www.usdoj.gov)

#### **Office of Community Oriented Policing Services (COPS)**

[www.usdoj.gov/cops](http://www.usdoj.gov/cops)

Established under the Public Safety Partnership and Community Policing Act of 1994, COPS has four primary goals: increase the number of community policing officers on the beat by 100,000; promote the implementation of department-wide community policing in law enforcement agencies across the country; help develop an infrastructure that will institutionalize and sustain community policing after Federal funding has

ended; and demonstrate and evaluate the ability of agencies practicing community policing to significantly improve the quality of life by reducing the levels of violence, crime, and disorder in their communities.

#### **Office of Juvenile Justice and Delinquency Prevention (OJJDP)**

[www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

OJJDP's mission is to provide national leadership, coordination, and resources to develop, implement, and support effective methods of preventing juvenile victimization and responding appropriately to juvenile delinquency. This is accomplished through prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each juvenile.

#### **National Criminal Justice Reference Service (NCJRS)**

[www.ncjrs.org](http://www.ncjrs.org)

NCJRS is one of the most extensive sources of information on criminal and juvenile justice in the world, providing services to an international community of policymakers and professionals. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice, Office of Justice Programs (OJP): the National Institute of Justice, OJJDP, the Bureau of Justice Statistics, the Bureau of Justice Assistance, the Office for Victims of Crime, and the OJP Program Offices.

#### **National Institute of Justice**

[www.ojp.usdoj.gov/nij](http://www.ojp.usdoj.gov/nij)

The National Institute of Justice is the research and development arm of the U.S. Department of Justice. Created by Congress in 1968, the Institute is charged with investing public funds to develop knowledge that will reduce crime, enhance public safety, and improve the administration of justice.

### **U.S. Department of Health and Human Services**

200 Independence Avenue, SW  
Washington, DC 20201  
[www.hhs.gov](http://www.hhs.gov)

#### **Substance Abuse and Mental Services Administration (SAMHSA)**

[www.samhsa.gov](http://www.samhsa.gov)

SAMHSA's mission within the Nation's health system is to improve the quality and availability of prevention, treatment, and rehabilitation services to reduce illness, death, disability, and cost to society from substance abuse and mental illnesses.

## **Merrill Road Elementary School**

Jacksonville, Florida

Elementary School, Grades K-5  
City

### **School Safety Focus:**

Daily Prevention Pledge  
Peer Mediation/Conflict Resolution  
After-School Program  
Tutoring  
Community Partnerships

### **Contact Information:**

Cynthia Anderson, Principal  
Merrill Road Elementary School  
8239 Merrill Road  
Jacksonville, FL 32277  
(904) 745-4919 (phone)  
(904) 745-4983 (fax)

Despite high rates of drug use by high school students in surrounding areas, Merrill Road Elementary School has successfully created a school environment with zero tolerance for drug use and violence.

Merrill Road Elementary School has implemented a "NO USE/NON-VIOLENT" philosophy through the school's Zeroing in on Prevention (ZIP) program. The ZIP team, comprised of faculty, staff, parents and community members, is responsible for developing the program's objectives and annual plan and supervises implementation. Objectives are established for each of the five essential program components: prevention, intervention, support groups, parent/community involvement, and evaluation. Because Merrill's goal is to maintain "zero" incidents, and because its absence rates were increasing, the ZIP Team has added truancy as a program goal.

Merrill's comprehensive intervention and prevention program includes activities designed to increase student resiliency and positive behavior. All students are taught non-violence and conflict resolution skills, using the Peace Foundation curriculum, which incorporates values of tolerance and respect for differences. Health education classes, incorporating alcohol, tobacco, and other drug use prevention skills, are taught and reinforced at every grade level. Other prevention efforts include: mentoring, peer mediation, after-school programs, tutoring, and parenting education.

Community resources are also made available and are utilized by staff and administration. The Terry Parker Full Service Center links the schools to youth development, family and child guidance services, health and social services, juvenile justice, family literacy, case management, and family welfare services.

Since Merrill Elementary's intensive focus on truancy prevention began, the number of students absent 21 or more days decreased from 14 students during the 1997-98 school year, to one student during the 1998-99 school year. The total number of crime incidents has also decreased from three in 1996-97, to zero in 1998-99.

**Center for Mental Health Services (CMHS)**

[www.samhsa.gov/cmhs](http://www.samhsa.gov/cmhs)

CMHS, a SAMHSA program, provides national leadership to prevent and treat mental disorders; improve access and promote high-quality services for people with, or at risk for, these disorders; and promote improvement of mental health for all Americans and rehabilitation services for individuals with mental illness.

**Center for Substance Abuse Prevention (CSAP)**

[www.samhsa.gov/csap/index.htm](http://www.samhsa.gov/csap/index.htm)

CSAP, a SAMHSA program, provides national leadership in the Federal effort to prevent alcohol, tobacco, and illicit drug problems.

**National Institute of Mental Health (NIMH)**

[www.nimh.nih.gov](http://www.nimh.nih.gov)

NIMH conducts and supports research nationwide on mental illness and mental health, including studies of the brain, behavior, and mental health services. NIMH is the foremost mental health research organization in the world, with a mission dedicated to improving the mental health of the American people; fostering better understanding of effective diagnosis, treatment, and rehabilitation of mental and brain disorders; and supporting research on interventions to prevent mental illness or to reduce the frequency of recurrent episodes of mental illnesses and their disabling consequences.

**Centers for Disease Control and Prevention, Division of Adolescent and School Health (DASH)**

[www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)

DASH's mission is to: identify the highest priority health risks among youth, monitor the incidence and prevalence of those risks, implement national programs to prevent risks, and evaluate and improve those programs.

**Centers for Disease Control and Prevention, Division of Violence Prevention**

[www.cdc.gov/ncipc/dvp/dvp.htm](http://www.cdc.gov/ncipc/dvp/dvp.htm)

The Division of Violence Prevention in CDC's National Center for Injury Prevention and Control has four priority areas for violence prevention: youth violence, family and intimate violence, suicide, and firearm injuries.

**Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCBH)**

[www.hhs.gov/hrsa/mchb](http://www.hhs.gov/hrsa/mchb)

MCBH is charged with the primary responsibility for promoting and improving the health of the Nation's mothers

and children, including families with low income levels, those with diverse racial and ethnic heritages, and those living in rural or isolated areas without access to care.

**Health Resources and Services Administration, Bureau of Primary Health Care (BPHC)**

[www.bphc.hrsa.dhhs.gov](http://www.bphc.hrsa.dhhs.gov)

BPHC promotes and establishes school-based health centers as an effective way to improve the health of vulnerable children and adolescents.

**ONLINE FEDERAL DOCUMENTS****Annual Report on School Safety, 1998**

[www.ed.gov/pubs/AnnSchoolRept98](http://www.ed.gov/pubs/AnnSchoolRept98)

Details the nature and scope of school violence and provides information on model programs, resources, and steps that schools and communities can take to create and maintain safe learning environments.

**Child Development/Community Policing: Partnership in a Climate of Violence**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Describes a unique collaborative program between the New Haven, Connecticut, Department of Police Services and the Child Study Center at the Yale University School of Medicine that addresses the psychological impact of chronic exposure to community violence on children and families. This program serves as a national model for police-mental health partnerships across the country.

**Combating Fear and Restoring Safety in School**

[www.ncjrs.org/jjvict.htm](http://www.ncjrs.org/jjvict.htm)

Focuses on the national effort to reach youth who are absent or truant from school because of school-associated fear and intimidation.

**Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Provides a reference tool that offers both basic information and experts' experience to assist educators and other youth-serving professionals in building effective conflict resolution education programs. The guide is based on a shared vision that youth of all ages can learn to deal constructively with conflict and live in civil association with one another.

## **Port Chester Middle School**

Port Chester, New York

Middle School, Grades 5-8

Town

### **School Safety Focus:**

Conflict Resolution and Peer Mediation Program  
Targeted Programs for At-Risk Youth  
After-School Programs  
Mentoring Program  
Strong Staff, Community, and Parental Involvement

### **Contact Information:**

Carmen Macchia, Principal  
Port Chester Middle School  
Bowman Avenue  
Port Chester, NY 10573  
(914) 934-7930 (phone)  
(914) 934-7886 (fax)  
[home.computer.net/~pcschool/MIDDLE](http://home.computer.net/~pcschool/MIDDLE)

In 1992, Port Chester Middle School began collecting and organizing data on all referrals, failures, suspensions, weapon possessions, drug use attitudes, and community demographics. Using data-driven policy-making, they restructured school policies and programs to reflect their commitment to meeting the needs of each student, improving student resiliency skills, addressing student antisocial behavior, and responding to the needs of at-risk students.

In order to increase student resiliency, the school adopted a comprehensive strategy that included: providing a safe and secure environment; focusing on each student's uniqueness through academic success and school culture; nurturing a sense of competency in students' ability to make positive decisions; and providing adult role models. Port Chester's comprehensive prevention and intervention strategies consist of a "school within a school" support system, peer mediation and student assistance programs, before- and after-school violence prevention activities, and three different mentoring programs.

Once students are identified as at-risk or potentially at-risk, particular attention is placed on their needs through the Students Toward Education Progress (STEP) Program, as well as through community mentoring, social services, and counseling for students and their families. To help address each student's individual needs, students are placed in small "school within a school" settings with enormous flexibility and no more than 25 students.

Such efforts have resulted in an improvement in academic performance and school culture, as well as a decrease in suspensions and discipline problems. From 1995 to 1998, the number of suspensions dropped from 416 to 128, and discipline referrals dropped from over 1,000 to less than 300.

**Creating Safe and Drug-Free Schools: An Action Guide**

[www.ed.gov/offices/OESE/SDFS/actguid/index.html](http://www.ed.gov/offices/OESE/SDFS/actguid/index.html)

Outlines action steps for schools, parents, students, and community and business groups, and provides information briefs on specific issues affecting school safety. It also contains research and evaluation findings and a list of resources and additional readings.

**Early Warning, Timely Response: A Guide to Safe Schools**

[www.ed.gov/offices/OSERS/OSEP/earlywrn.html](http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html)

Offers research-based practices designed to assist school communities to identify warning signs early and develop prevention, intervention, and crisis response plans.

**Keeping Young People in School: Community Programs That Work**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Highlights dropout prevention initiatives, with a particular focus on the Communities in Schools initiative and its evaluation conducted by the Urban Institute.

**Manual to Combat Truancy**

[www.ed.gov/pubs/Truancy](http://www.ed.gov/pubs/Truancy)

Offers parents, school officials, law enforcement agencies, and communities a set of principles to design their own strategies to combat truancy and describes successful models of how anti-truancy initiatives are working in communities across the nation.

**Mentoring: A Proven Delinquency Prevention Strategy**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Presents the results of an independent evaluation of the Nation's oldest and largest mentoring program, Big Brothers/Big Sisters of America. The study found that mentored youth were less likely to start using drugs or alcohol, were less assaultive, skipped fewer days of school, and had better relationships with their parents and peers than similar youth without mentors.

**Preventing Crime: What Works, What Doesn't, What's Promising**

[www.ncjrs.org](http://www.ncjrs.org)

Contains a review of more than 500 program impact evaluations and identifies what works, what does not, and what is promising in crime prevention.

**Reaching Out to Youth Out of the Education Mainstream**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Describes a new effort to reduce the number of juveniles who leave school prematurely and who are at risk of delin-

quency because they are truants or dropouts, afraid to attend school, suspended or expelled, or in need of help to be reintegrated into their mainstream school from the juvenile justice system. This Bulletin introduces a series of OJJDP Bulletins focusing on effective programs and innovative strategies to reach these children.

**Safe, Drug-Free, and Effective Schools for All Students: What Works**

[www.air-dc.org/cecp/resources/safe&drug\\_free.main.htm](http://www.air-dc.org/cecp/resources/safe&drug_free.main.htm)

Evaluates programs formulated under the Safe and Drug Free Schools and Communities Act. The goal of the project was to learn about schools that managed to reduce discipline problems and improve the learning and behavior of all students, including those with disabilities. This report reflects three site visits conducted by a research team accompanied by expert panels.

**Safe and Smart: Making the After-School Hours Work for Kids**

[www.ed.gov/pubs/SafeandSmart](http://www.ed.gov/pubs/SafeandSmart)

Presents positive research and examples illustrating the potential of quality after-school activities to keep children safe, out of trouble, and learning. Specifically, it presents evidence of success—both empirical and anecdotal—for after-school activities; identifies key components of high-quality programs and effective program practices; and showcases exemplary after-school and extended learning models from across the country with promising results in our Nation's efforts to keep children in school and on track.

**Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs**

[www.ncjrs.org/jjgen.htm](http://www.ncjrs.org/jjgen.htm)

Provides basic information on the Family Educational Rights and Privacy Act for elementary and secondary education professionals and those involved in the delivery of services to juveniles, including students involved in the juvenile justice system.

**Truancy: First Step to a Lifetime of Problems**

[www.ncjrs.org/jjdp.htm](http://www.ncjrs.org/jjdp.htm)

Discusses truancy as a major problem in this country, both for youth and society. Highlights seven communities whose truancy reduction programs are achieving good results through innovative approaches that involve schools, law enforcement, families, businesses, judicial and social service agencies, and community and youth service organizations.

## Shepherd Hill Regional High School

Dudley, Massachusetts

Junior/Senior High School, Grades 7-12

1,499 students

Town

### **School Safety Focus:**

Drug Prevention and Health Education Lessons Infused in Curriculum

School/Community Prevention Partnerships

Student Assistance Program

Supportive School Climate

Student-run Initiatives

### **Contact Information:**

Sean Gilrein, Principal

Shepherd Hill Regional High School

68 Dudley-Oxford Road

Dudley, MA 01571

(508) 943-6700 (phone)

(508) 943-5956 (fax)

[www.ultranet.com/~shephill/index](http://www.ultranet.com/~shephill/index)



Results from a 1989 drug use survey of high school students at Shepherd Hill Regional High School revealed that 77% of students were involved with alcohol, 33% with marijuana, 43% with tobacco, and 19% with other drugs. Similarly, junior high school students surveyed revealed that 55% used alcohol, 11% used marijuana, 35% used tobacco products, and 17% used other drugs. A follow-up study in 1992-93 indicated a substantial decrease in student-reported substance abuse. However, while students were choosing to have little or no involvement with illegal substances, there were enough students still using drugs and alcohol to warrant concern. In response to the survey results, Shepherd Hill established a set of objectives to be met by the year 2000. The school's objectives included: creating an orderly and safe environment for students, reducing substance abuse, and improving parental knowledge of student drug use.

The school developed a comprehensive school-wide program to help address the needs of all students and help develop strong resiliency skills. The program includes a grade 1-12 health instruction component that works in cooperation with other academic disciplines, school health and counseling services, and community based services. Each of these facets works individually and cooperatively to provide students with a safe and orderly learning environment.

School counselors and psychologists also are available to provide student counseling, individual assessments, and referrals to appropriate services both within and outside of the school. Family services and programs are also in place to promote social and emotional growth. A parent support group, led by the school psychologist, meets regularly to discuss adolescent issues.

In addition to extensive student and family support services, Shepherd Hill Regional High School provides students with academic assistance through tutoring, academic/behavioral tracking, and academic and wellness counseling. Core curriculum instructors meet after school on a regular basis to assist students in developing organization skills and completing homework. Since the implementation of these academic programs, the school has experienced a 65% improvement in core subject grades.

Since implementing the program in 1989 and administering annual student drug use surveys in 1992, Shepherd Hill has seen decreases in the number of students using tobacco, alcohol, and marijuana. The percent of seventh and eighth grade students reporting ever having used cigarettes decreased from 51% in 1992-93 to 44% in 1996-97. In addition, the percent of students in grades nine and ten reported a decrease in alcohol use, from 19% in 1992-93 to less than 6% in 1997-98.

## **ORGANIZATIONS**

### **American Federation of Teachers**

555 New Jersey Avenue, NW  
Washington, DC 20001  
(202) 879-4400  
[www.aft.org](http://www.aft.org)

### **Black Psychiatrists of America**

866 Carlton Avenue  
Oakland, CA 94610  
(415) 834-7103

### **Boys and Girls Clubs of America**

1230 West Peachtree Street, NW  
Atlanta, GA 30309  
(404) 815-5765  
[www.bgca.org](http://www.bgca.org)

### **Center for Effective Collaboration and Practice**

Improving Services for Children and Youth with Emotional  
and Behavioral Problems  
1000 Thomas Jefferson St., NW  
Suite 400  
Washington, DC 20007  
(202) 944-5389  
[www.air-dc.org/cecp/cecp.html](http://www.air-dc.org/cecp/cecp.html)

### **Center for Positive Behavior Intervention and Support**

5262 University of Oregon  
Eugene, OR 97403-5262  
(541) 346-5311  
[www.stpreof.uoregon.edu](http://www.stpreof.uoregon.edu)

### **Center for the Study and Prevention of Violence**

University of Colorado, Campus Box 442  
Boulder, CO 80306  
(303) 492-1032  
[www.colorado.edu/UCB/Research/cspv](http://www.colorado.edu/UCB/Research/cspv)

### **Children's Defense Fund**

25 E Street, NW  
Washington, DC 20001  
(202) 628-8787

### **Community Mental Health Council**

Attn: Dr. Carl Bell  
8704 South Constance Street  
Chicago, IL 60617  
(773) 734-4033 x204

### **Community Policing Consortium**

1726 M Street, NW  
Washington, DC 20036  
Publications: (800) 421-6770  
[www.communitypolicing.org](http://www.communitypolicing.org)

### **Federation of Families for Children's Mental Health**

1021 Prince Street  
Alexandria, VA 22314-2971  
(703) 684-7710

### **Hispano/Latino Community Prevention Network**

601 East Montecito Street  
P.O. Box 42506  
Santa Barbara, CA 93140  
(508) 580-7856

### **National Association of Black Social Workers**

8436 West McNichols  
Detroit, MI 48221

### **National Association of Elementary School Principals**

1615 Duke Street  
Alexandria, VA 22314-3483  
(703) 684-3345  
[www.naesp.org](http://www.naesp.org)

### **National Association of State Mental Health Program**

#### **Directors/Commissioners**

66 Canal Center Plaza  
Suite 302  
Alexandria, VA 22314  
(703) 739-9333

**National Association of School Psychologists**

4340 East West Highway  
Suite 402  
Bethesda, MD 20814  
(301) 657-0270  
[www.naspsweb.org/center.html](http://www.naspsweb.org/center.html)

**National Association of Secondary School Principals**

1904 Association Drive  
Reston, VA 22091  
(703) 860-0200  
[www.nassp.org](http://www.nassp.org)

**National Black Child Development Institute**

1023 15th Street, NW, Suite 251  
Washington, DC 20005  
(301) 434-5688

**National Coalition of Hispanic Health and Human Services Organizations**

1501 16th Street, NW  
Washington, DC 20036-1401  
(202) 797-4321

**National Education Association**

1201 16th Street, NW  
Washington, DC 20036  
(202) 833-4000  
[www.nea.org](http://www.nea.org)

**National Hispanic/Latino Community Prevention Network**

Route 1, Box 204  
Espanola, NM 87532  
(505) 747-188

**National Information Center for Children and Youth with Disabilities**

Academy for Educational Development  
P.O. Box 1492  
Washington, DC 20013-1492  
(202) 884-8200  
[www.nichcy.org](http://www.nichcy.org)

**National Mental Health Association**

1021 Prince Street  
Alexandria, VA 22314-2971  
(703) 684-7722

**National PTA**

330 North Wabash Avenue  
Suite 2100  
Chicago, IL 60611-3690  
(800) 307-4PTA  
[www.pta.org](http://www.pta.org)

**National Technical Assistance Center for Children's Mental Health**

Georgetown University Child Development Center  
3307 M Street, NW  
Washington, DC 20007  
(202) 687-5000

**Organization of Latino Social Workers**

2319 South Damen Avenue  
Chicago, IL 60608  
(773) 579-0832

**Zero to Three, National Center for Infants, Toddlers, and Families**

734 15th Street, NW  
10th Floor  
Washington, DC 20005-1013  
(202) 638-0840

## WEBSITES

### National Resource Center for Safe Schools

[www.safetyzone.org](http://www.safetyzone.org)

The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. Creating a safe school requires the larger school community to embrace a variety of safety strategies, as no one measure, in itself, will offer a complete solution. Rather, schools, families, communities, students, businesses, law enforcement agencies, and the media must work together to build and model an environment conducive to learning, to prevent, identify and respond to risks to school safety, and to intervene immediately and responsibly should incidents of violence occur. Safe school strategies range from establishing youth courts and mentoring programs to incorporating conflict resolution education into school programming to enhancing building safety, hiring school resource officers, establishing or expanding before and after-school programming and adopting policies and procedures that are consistent, clear, and developed collaboratively by the school community. The National Resource Center for Safe Schools is operated by the Northwest Regional Educational Laboratory and was established with funding from the U.S. Department of Education's Safe and Drug-Free Schools Program and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention.

### Hamilton Fish National Institute on School and Community Violence

[www.hamfish.org](http://www.hamfish.org)

The Institute, with assistance from OJJDP, was founded in 1997 to serve as a national resource to test the effectiveness of school violence prevention methods and to develop more effective strategies. The Institute's goal is to determine what works and what can be replicated to reduce violence in America's schools and their immediate communities. The Institute works with a consortium of seven universities whose key staff have expertise in adolescent violence, criminology, law enforcement, substance abuse, juvenile justice, gangs, public health, education, behavior disorders, social skills development and prevention programs. The George Washington University develops and tests violence prevention strategies in collaboration with the following universities: Florida State University, Morehouse School of Medicine, Syracuse University, Eastern Kentucky University, University of Oregon, and University of Wisconsin-Milwaukee.

### Blueprints for Violence Prevention

[www.Colorado.EDU/cspv/blueprints](http://www.Colorado.EDU/cspv/blueprints)

The Center for the Study and Prevention of Violence, with funding from the Colorado Division of Criminal Justice and the Centers for Disease Control and Prevention (and later from the Pennsylvania Commission on Crime and Delinquency), initiated a project to identify ten violence prevention programs that met a very high scientific standard of program effectiveness, programs that could provide an initial nucleus for a national violence prevention initiative. Blueprints were designed to be very practical descriptions of effective programs to allow States, communities, and individual agencies to: (1) determine the appropriateness of this intervention for their State or community; (2) provide a realistic cost estimate for this intervention; (3) provide an assessment of the organizational capacity needed to ensure its successful start-up and operation over time; and (4) give some indication of the potential barriers and obstacles that might be encountered when attempting to implement this type of intervention.

### Institute on Violence and Destructive Behavior

[www.interact.uoregon.edu/ivdb/ivdb.html](http://www.interact.uoregon.edu/ivdb/ivdb.html)

The Institute's mission is to empower schools and social service agencies to address violence and destructive behavior at the point of school entry and beyond, to ensure safety and facilitate the academic achievement and healthy social development of children and youth. This is a combination of community, campus, and State efforts to research violence and destructive behavior among children and youth.

### The National Longitudinal Study of Adolescent Health (Add Health)

[www.cpc.unc.edu/projects/addhealth/addhealth\\_home.html](http://www.cpc.unc.edu/projects/addhealth/addhealth_home.html)

Add Health is a school-based study of the health-related behaviors of adolescents in grades 7-12. It has been designed to explore the causes of these behaviors, with an emphasis on the influence of social context. Add Health postulates that families, friends, schools, and communities play roles in the lives of adolescents that may encourage healthy choices of activities or may lead to unhealthy, self-destructive behaviors.

### Law-Related Education

[www.abanet.org/publiced/youth/youth.html](http://www.abanet.org/publiced/youth/youth.html)

Law-related education (LRE) teaches elementary and secondary students about the foundations of our constitutional republic and their responsibilities and rights as citizens. Through law-related education, students

## **Putman Valley Middle School**

Putman Valley, New York

Middle School, Grades 6-8

550 students

Town

### **School Safety Focus:**

Social Skills and Competence Training for All Students

Bully Prevention Programs

Harassment Prevention Training

Mentoring Program

### **Contact Information:**

Marjorie Holderman, Principal

Putnam Valley Middle School

142 Peekskill Hollow Road

Putnam Valley, NY

(914) 528-8101 (phone)

(914) 528-8145 (fax)

pv.k12.ny.us

Although Putnam County has the lowest crime rate in New York State, the district's needs assessment indicated that student drug and alcohol use had increased in grades 6-8, with use primarily occurring on the weekends in the children's homes or homes of their friends.

With the assistance of a community/school Health Advisory Council, a set of program priorities and objectives were developed to respond quickly to this disturbing trend. Putnam Valley Middle School has drawn upon evidence indicating that strong family/school learning and child development partnerships can reduce problem behaviors, such as alcohol and drug use. Putnam's comprehensive social competence and health education approach is designed to promote student self-worth, positive health behaviors, social skill, and positive relationships, motivation to behave responsibly, and skills for work. The cultivation of these values and behaviors is present in every aspect of school life—including core curriculum and counseling sessions. For example, every day begins with lessons in conflict resolution, domestic violence, and harassment, with a group of 12-14 students across grade levels. Peer mediation is also available at all grade levels.

Parental involvement is an integral part of the planning and services available to students at Putnam Valley. Parents are involved in shared decision making on the School Improvement Team and the Steering Committee. More important, parents serve an essential function as resource advisors, and planners on the Health Advisory Council, which sponsors numerous parent and parent/child evening activities throughout the year. Through the Parent Alert and Family Wellness, and "Straight Talk" programs, Putnam has created opportunities for families to network and learn more about creating healthy relationships and substance abuse prevention.

Since the implementation of these programs, parental involvement has increased substantially. Since 1996, participation in the Parent Alert program has increased from 20 parents to approximately 150 parents, teachers, and students.

Evaluation data collected since implementing the comprehensive prevention program indicate that the number of principal referrals have decreased substantially, from 103 in the 1996-97 school year to 61 in 1997-98. The number of incidents reported to police also decreased from three incidents in 1996-97 to zero incidents in the last two years. According to clinical staff, the number of reports about drug and alcohol use and incidents in school have also decreased since 1993, with zero alcohol or drug incidents since 1996.

develop unique insights that promote social responsibility, reaffirm the fundamental values of right and wrong, and inspire a commitment to good citizenship. LRE programs which have been demonstrated to be effective, can be integrated into existing courses (e.g., government, civics, and history), offered as electives (e.g., high

school practical law course), used as the focus of a special event (e.g., mock trial competition, mock congressional hearings, mock mediations, etc.), and/or used as components of an after-school program. Specialized LRE programs have been developed and tested with the highest at-risk groups of youth including gang members, teen parents, and youth already in the juvenile justice system. LRE programs exist at the local (school), statewide, and national level. These programs recognize the need for partnerships with law enforcement, the bar, the bench, and others.

#### **National School Safety Center**

[www.nssc1.org](http://www.nssc1.org)

The National School Safety Center (NSSC) was created by presidential directive in 1984 to meet the growing need for additional training and preparation in school crime and violence prevention. Affiliated with Pepperdine University, NSSC is a nonprofit organization whose charge is to promote safe schools—free of crime and violence—and to help ensure quality education for all America's children.

#### **National Youth Gang Center**

[www.iir.com/nygc](http://www.iir.com/nygc)

The purpose of the National Youth Gang Center (NYGC) is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. The NYGC assists State and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. It also coordinates activities of OJJDP Youth Gang Consortium, a group of Federal agencies, gang program representatives, and service providers.

#### **Partnerships Against Violence Network**

[www.pavnet.org](http://www.pavnet.org)

PAVNET Online is a virtual library of information about violence and youth-at-risk, representing data from seven different Federal agencies. It is a one-stop, searchable, information resource to help reduce redundancy in information management and provide clear and comprehensive access to information for States and local communities.

#### **School Mental Health Project/Center for Mental Health in Schools (UCLA)**

[www.smhp.psych.ucla.edu](http://www.smhp.psych.ucla.edu)

The Center's mission is to improve outcomes for youth by enhancing policies, programs, and practices relevant to mental health in schools, with specific attention to strategies that can counter fragmentation and enhance collaboration between school and community programs.

#### **REFERENCES**

For specific information about the studies used for this report, please see *Indicators of School Crime and Safety, 1999*, by P. Kaufman, X. Chen, S. P. Choy, K. A. Chandler, C. D. Chapman, M. R. Rand, and C. Ringel. U.S. Departments of Education and Justice. NCES 99-251/NCJ-172215. Washington, DC: 1998.

*Indicators of School Crime and Safety, 1999* can be downloaded from the World Wide Web at <http://nces.ed.gov> or <http://www.ojp.usdoj.gov/bjs/>. Single hard copies can be ordered through ED Pubs at 1-800-4ED-PUBS (NCES 99-251) (TTY/TDD 1-877-576-7734), and the Bureau of Justice Statistics Clearinghouse at 1-800-732-3277 (NCJ-172215).

#### **Data sources for this report include:**

*Monitoring the Future: A Continuing Study of American Youth*, University of Michigan's Institute for Social Research. This is an ongoing survey conducted to study changes in important values, behaviors and lifestyle orientations of American youth. Since 1975, the study has surveyed a large, representative sample of U.S. high school seniors. Survey topics include attitudes toward education, social problems, occupational aims, marital and family plans, and deviant behavior and victimization.

*National Crime Victimization Survey*, Bureau of Justice Statistics. Administered for the Bureau of Justice Statistics by the Bureau of the Census, this is the nation's primary source of information on crime victimization and victims of crime. The study was initiated in 1972 and redesigned in 1992, and collects detailed information on the nature and frequency of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

*National School-Based Youth Risk Behavior Surveillance System (YRBSS)*, Centers for Disease Control and Prevention. This study is one component of the larger Youth Risk Behavior Surveillance System, and epidemiological surveillance system developed by the Centers for Disease Control and Prevention to monitor youth behaviors that most influence health. The YRBSS focuses on behaviors that result in significant mortality, morbidity, disability and social problems during both youth and adulthood. The report uses 1993, 1995, and 1997 YRBSS data. For more information contact the Division of Adolescent and School Health at (770) 488-3259.

*The School-Associated Violent Deaths Study*, Centers for Disease Control and Prevention and the U.S. Department of Education. This study is nearing completion and has collected descriptive data on all school-associated violent deaths in the United States. The study period is from July 1, 1994 to June 30, 1998. The purpose of the study is to estimate the level of risk for school-associated violent deaths and to identify potential risk factors for these deaths.

*Third International Mathematics and Science Study (TIMSS)*, National Center for Education Statistics, National Science Foundation, and the Government of Canada. This study collects assessment data from students, as well as descriptive data from students, teachers, and schools. The study, conducted in 1995, consists of data on a half a million students in 41 countries. For more information on TIMSS, call the TIMSS customer service line at (202) 219-1333.

*The WHO Study of Health Behaviour in School-Aged Children*, U.S. National Institute of Child Health and Human Development (NICHD), Bethesda, MD. 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 11-15 years. The study provides data on 120,000 students from 28 countries for the 1997-98 school year. For more information contact NICHD at (301) 496-5133.

*The FBI's Uniform Crime Reports: Hate Crime Statistics*. This publication can be ordered by telephone or by mail by contacting: Federal Bureau of Investigation, Criminal Justice Information Services Division, Programs Support Section, 1000 Custer Hollow Road, Clarksburg, WV 26306, or call (304) 625-4995.

*National Assessment of Educational Progress*, National

Center for Educational Statistics. The National Assessment of Educational Progress is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, the arts, and other fields. For more information, contact the National Center for Educational Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5574, or call (202) 219-1828.



Karin Kullman

10/14/99 08:47:25 AM

Record Type: Record

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

cc:

Subject: Status of Voices Against Violence

I just wanted to give everyone a view of the status of next Tuesday's Voices Against Violence Conference on the Hill.

POTUS will address the group of approx. 350-375 youth in the Cannon Caucus Room in the morning on Tuesday (10:00am). Reps. Frost and DeLauro will speak before the President arrives, and will likely remain on the stage for the program. The likely speaking program will be:

Gephardt

Youth (I'm working with the Hill to identify a youth involved in the conf. to intro. POTUS)

POTUS

The President will likely drop-by an overflow room, following the program, to visit the 200 adult chaperones also attending the conference. The conference will continue when the President leaves with a youth roundtable facilitated by an MTV VJ, Ananda.

I will keep everyone updated as we get more info.

Message Sent To:

---

Bruce N. Reed/OPD/EOP@EOP  
Eric P. Liu/OPD/EOP@EOP  
Ann O'Leary/OPD/EOP@EOP  
Leanne A. Shimabukuro/OPD/EOP@EOP  
Deanne E. Benos/OPD/EOP@EOP

August 16, 1999

CC KARIN  
ERIC  
LEANNE  
ANDY

MEMORANDUM

TO: ✓BRUCE REED  
LARRY STEIN  
STEPHANIE STREETT

FROM: ANN LEWIS

RE: SCHOOL SAFETY CONFERENCE

---

In our meeting with Democratic leadership staff, they told us about their "Voices Against Violence" Congressional Teen Conference that will be held on October 19<sup>th</sup> and 20<sup>th</sup>. They are requesting that we hold the closing ceremony here on October 20<sup>th</sup> at 4:00pm. We have the Americorps anniversary event on the 20<sup>th</sup>; could we consider bringing them here on the 19<sup>th</sup>?



Office of the Democratic Leader  
Richard A. Gephardt  
H-204, U.S. Capitol  
Washington, D.C. 20515

Tel: 202-225-0100

Fax: 202-225-7414

### FAX TRANSMISSION

|       |                  |                         |    |
|-------|------------------|-------------------------|----|
| To:   | Ann Lewis        |                         |    |
| From: | Elizabeth Miller |                         |    |
| Fax:  | 456-2215         |                         |    |
| Date: | 8/12             | Pages(including cover): | 12 |

#### Message:

School Safety Conference Information.  
We'd love to have "closing ceremony"  
at The White House on October 20th  
@ 4:00pm. You may reach me at 225.0102  
for more information/questions. Thanks!!

Notice: This telecopy transmission and any accompanying documents may contain confidential or privileged information. They are intended only for use by the individual or entity named on this transmission sheet. If you are not the intended recipient, you are not authorized to disclose, copy, distribute or use in any manner the contents of this information. If you have received this transmission in error, please notify us by telephone immediately so that we can arrange retrieval of the faxed documents.

**“Voices Against Violence” Congressional Teen Conference**  
**Registered Members as of Thursday, August 5**

|                         |                      |                           |
|-------------------------|----------------------|---------------------------|
| 1. Gary Ackerman        | 21. Bob Clement      | 41. Ralph Hall            |
| 2. Tom Allen            | 22. John Conyers     | 42. Alcee Hastings        |
| 3. Brian Baird          | 23. Joseph Crowley   | 43. Baron Hill            |
| 4. Tammy Baldwin        | 24. Elijah Cummings  | 44. Earl Hilliard         |
| 5. John Baldacci        | 25. Peter DeFazio    | 45. Ruben Hinojosa        |
| 6. Xavier Becerra       | 26. Diana DeGette    | 46. Joe Hoeffel           |
| 7. Ken Bentsen          | 27. William Delahunt | 47. Rush Holt             |
| 8. Shelley Berkley      | 28. Rosa DeLauro     | 48. Steny Hoyer           |
| 9. Marion Berry         | 29. John Dingell     | 49. Jay Inslee            |
| 10. Sanford Bishop, Jr. | 30. Mike Doyle       | 50. Eddie Bernice Johnson |
| 11. David Bonior        | 31. Eliot Engel      | 51. Carolyn Kilpatrick    |
| 12. Leonard Boswell     | 32. Bob Etheridge    | 52. Ron Kind              |
| 13. Robert Brady        | 33. Sam Farr         | 53. Ron Klink             |
| 14. Sherrod Brown       | 34. Bob Filner       | 54. Nick Lampson          |
| 15. Corrine Brown       | 35. Michael Forbes   | 55. John Larson           |
| 16. Lois Capps          | 36. Harold Ford, Jr. | 56. Barbara Lee           |
| 17. Michael Capuano     | 37. Martin Frost     | 57. Zoe Lofgren           |
| 18. Ben Cardin          | 38. Sam Gejdenson    | 58. Nita Lowey            |
| 19. Julia Carson        | 39. Richard Gephardt | 59. Bill Luther           |
| 20. Eva Clayton         | 40. Charlie Gonzalez |                           |

|     |                                |      |                           |      |                 |
|-----|--------------------------------|------|---------------------------|------|-----------------|
| 60. | Jim Maloney                    | 82.  | Nancy Pelosi              | 104. | Tom Udall       |
| 61. | Carolyn Maloney                | 83.  | David Phelps              | 105. | Nydia Velazquez |
| 62. | Ed Markey                      | 84.  | Charles Rangel            | 106. | Bruce Vento     |
| 63. | Frank Mascara                  | 85.  | Ciro Rodriguez            | 107. | Pete Visclosky  |
| 64. | Robert Matsui                  | 86.  | Tim Roemer                | 108. | Maxine Waters   |
| 65. | Karen McCarthy                 | 87.  | Steven Rothman            | 109. | Melvin Watt     |
| 66. | Marty Meehan                   | 88.  | Lucille Roybal-<br>Allard | 110. | Anthony Weiner  |
| 67. | Robert Menendez                | 89.  | Thomas Sawyer             | 111. | Robert Wexler   |
| 68. | Juanita Millender-<br>McDonald | 90.  | Janice Schakowsky         | 112. | Robert Weygand  |
| 69. | George Miller                  | 91.  | Robert Scott              | 113. | Bob Wise        |
| 70. | Patsy Mink                     | 92.  | Brad Sherman              | 114. | Lynn Woolsey    |
| 71. | Dennis Moore                   | 93.  | Ronnie Shows              | 115. | David Wu        |
| 72. | Jim Moran                      | 94.  | Louise Slaughter          | 116. | Albert Wynn     |
| 73. | Grace Napolitano               | 95.  | Adam Smith                |      |                 |
| 74. | Richard Neal                   | 96.  | Vic Snyder                |      |                 |
| 75. | James Oberstar                 | 97.  | Debbie Stabenow           |      |                 |
| 76. | John Olver                     | 98.  | Pete Stark                |      |                 |
| 77. | Solomon Ortiz                  | 99.  | Ellen Tauscher            |      |                 |
| 78. | Frank Pallone                  | 100. | Mike Thompson             |      |                 |
| 79. | Bill Pascrell                  | 101. | John Tierney              |      |                 |
| 80. | Ed Pastor                      | 102. | James Traficant           |      |                 |
| 81. | Donald Payne                   | 103. | Mark Udall                |      |                 |

## **"Voices Against Violence" Congressional Teen Conference**

### *Conference Information*

#### **Travel & Lodging**

Under House Rules, Members of Congress may not use official or campaign funds to cover the students transportation and lodging expenses of the students. *There is no registration cost for the conference.*

- These expenses must be covered by the attending youth with the help of local schools, community organizations, or businesses.
- Under the House Rules, Members may not solicit donations for the youth attending the conference.
- The Office of the Democratic Leader will sponsor breakfast and lunch on each day of the conference and will cover the cost of all educational and informational packets.
- Members may use their frequent flier miles to provide for the attendees' airfare.
- The Office of the Democratic Leader has blocked off 60 rooms at the Holiday Inn-Capitol on 550 C Street, S.W., (202) 554-2780. All rooms have two double beds and are \$149+tax/night. It is within walking distance of the Capital and is one Metro stop from the Capital South Metro Station. When making reservations, **mention that the room is for the Congressional Conference on Youth Violence sponsored by Congressman Gephardt** in order to take advantage of this special rate.
- Staffers may also voluntarily host the teens in their homes to reduce cost to the youth.

#### **Chaperones**

- Teens staying in a hotel must be accompanied by a chaperone (one per group).
- Ideally, this person will have an ongoing relationship with the attending students in the district.
- The chaperone may be a district staffer, parent, or other member of the community.

#### **Permission Slips/Release Forms**

- Each attendee must complete permission slips and medical release forms that will be provided by the Office of the Democratic Leader prior to the conference.

## **SELECTION PROCESS**

### **for the Congressional Conference on Teen Violence**

**Deadline:** Members who have signed on to participate will begin outreach to teens immediately to ensure that children are identified by September 17<sup>th</sup>, 1999.

**Sample Applications:** Members can develop their own selection processes but are encouraged to use the enclosed sample application.

### **STEP 1: DISTRIBUTION**

**August 1<sup>st</sup> - September 15<sup>th</sup>**

The selection process should take into account all of the different organizations that deal with youth in your district. Applications can be sent to community centers, intramural athletic organizations, malls, alternative schools, youth detention centers, libraries, etc. Looking all across your community for participants will ensure a frank discussion about possible solutions to youth violence in our communities nationwide. We want the delegation of youth selected to participate in the conference to reflect America's diversity in gender, ethnicity, age, and socio-economic status.

### ***Post the application on your Website!!***

Alert your local school official, religious leaders, law enforcement agencies, community groups, social organizations, etc. These groups will be responsible for forwarding applications to neighborhood teenagers, ages 13-19, and returning them to your office.

A student's submission is not restricted to an essay. They can forward artwork, poetry, songs, videos, etc. to portray their feelings about youth violence.

**STEP 2: COLLECTION OF APPLICATIONS****Deadline September 10<sup>th</sup>**

Members will identify two (2) staff people, someone in the D.C. office and someone in the District Office, preferably the District Director, to manage the overall outreach process. Potential applicants will send completed applications to the District Office.

Members need to identify an intermediate deadline to have all applications received by the District Office.

**STEP 3: SELECTION PROCESS****September 11<sup>th</sup> - 16<sup>th</sup>**

Members forward completed pool of applications to the selection committee which could be the Member's existing Academy Selection Committee. The Member and his/her selection committee has full discretion in outlining a criterion for participation; however, we encourage consideration of the diversity of experiences of each child in addition to our base criteria:

- 13-19 years of age
- Interest/Concern with youth violence
- Interest in leadership opportunities
- Good communication skills

All kids must be selected by September 17

**STEP 4: MEMBER SUBMITS NAMES OF DISTRICT  
YOUTH PARTICIPANTS****September 20<sup>th</sup>**

Once the Selection Committee identifies the final participants, the Member should forward the names to the Office of the Democratic Leader. Notify Maura Policelli at (202) 226-0814 with contact information for the finalists.

Conference details will be sent to each participant, as information becomes available.

### Sample Letter from Member to Community or Education Leaders

Dear :

In an effort to better address the issue of youth violence in our community, I will be joining with other members of Congress in sponsoring "Voices Against Violence: A Congressional Teen Conference," in Washington, DC on October 19<sup>th</sup> and 20<sup>th</sup>. We anticipate over 500 teenagers to be in attendance for this important event.

The primary objective of this summit is to involve youth in the development of substantive solutions to problems related to youth violence. The reason we are holding this in Washington, DC is to provide teenagers with the unique opportunity to share their ideas to federal law enforcement and education officials, national legislators, and leaders of the entertainment industry regarding possible solutions to the problems of youth violence.

The goals of the summit are to involve teens in the Congressional debate on youth violence. The national media coverage will enable the participants of the conference to create a national anti-violence message that may be viewed by their peers. Most importantly the teens that attend this exciting event will be able to return to their schools and communities to convey the message of the Youth Violence Summit.

In order to expedite the selection process, I am asking for your help in selecting teens to attend the summit. Enclosed are application forms that I encourage you to distribute to students/teens in your school(s)/organization/community. Also, if you could provide recommendations for youth who participate in your organization that you think will contribute to this cause. The participants must be 13-19 years of age, show an interest or concern with youth violence, have an interest in leadership opportunities, and good communication and expression abilities with other students.

My office is anticipating sending \_\_\_\_\_ teens to Washington. Under House Rules, members of Congress may not use official or campaign funds for the students travel and lodging. Your assistance in identifying sponsors who can help send students from our region to this national conference would be greatly appreciated.

Thank you for your assistance in involving teenagers in this conference; your help is greatly appreciated. I feel that for this to be the most rewarding experience as possible we must have a diverse attendance of students. I welcome and encourage everyone to apply. Should you have any questions, please don't hesitate to call (insert your contact information).

Sincerely,

Member

① Charles Simon -  
- Read back in time, 1st 5/4/96  
514-7399  
② 32 yrs or 31 yrs?

Short (Simon) - 4-7402  
charles-a.simon@usdoj.gov

## "Voices Against Violence" A Congressional Teen Conference

October 19<sup>th</sup> & 20<sup>th</sup>, 1999  
WASHINGTON, DC

### Criteria for participation

- 13-19 years of age
- interest/concern with youth violence
- interest in leadership opportunities
- good communication skills

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NAME _____<br>ADDRESS _____<br><div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Street</span> <span>Apt.</span> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>City</span> <span>State</span> <span>Zip</span> </div> PHONE (    ) _____ | DATE OF BIRTH _____<br>HIGH SCHOOL _____<br><div style="text-align: right; margin-right: 10px;">If Applicable</div> YEAR IN SCHOOL _____<br><div style="text-align: right; margin-right: 10px;">If Applicable</div> E-MAIL _____<br><div style="text-align: right; margin-right: 10px;">If Applicable</div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please answer the following questions. You may respond to the application on separate typed paper, with a maximum of 2 sheets. If you do this, please attach the application as a cover letter. For record-keeping purposes, be sure to include your personal information on each sheet of paper. Question 4 may not exceed 500 words. You may also submit a letter of recommendation from your reference.

1. In the past year, have you or anyone you know been involved in an incident of youth violence?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If yes please describe your experience.

2. On a scale of 1 - 10, how big of an issue is school safety in your community?  
Least 1-----2-----3-----4-----5-----6-----7-----8-----9-----10 Most

3. How do you think the government should address the problems of youth violence in America?

4. What do you feel are the causes of violence among American teenagers today? Please answer the question in essay form (maximum of 500 words). Feel free to describe your own experiences that relate to this question. You may also submit personal artwork that expresses your feelings about youth violence in your life, community, or school.

I certify that the above answers are the truth and my own thoughts.

Signature

Date

Please submit one personal reference (no family members)

Please return applications to the following address

Name \_\_\_\_\_

**Insert Your Return Address Here**

Relationship \_\_\_\_\_

Phone Number (     ) \_\_\_\_\_

## **“Voices Against Violence” Congressional Teen Conference**

**October 19<sup>th</sup> & 20<sup>th</sup>**

**Washington, DC**

### **Tentative Outline and Agenda**

#### **Conference Goals**

1. Create opportunities for teens to voice their opinions and ideas on juvenile violence via small discussion groups, panels, and the drafting of a House Resolution.
2. Provide young people with information, skills, and resources to prevent juvenile violence in their communities.
3. Begin ongoing dialogue and partnerships between young people and their Members of the House by laying the ground work for Youth Advisory Councils and organizing support for existing programs that successfully tackle problems related to youth violence.

#### **Pre-conference Questionnaire**

Each office will give the selected students a short questionnaire (page 12) on youth violence issues. The Office of the Democratic Leader will compile these results prior to the conference.

The questionnaire will ask young people to select from several options in identifying the:

1. **primary causes of youth violence**
2. **the fundamental needs for reducing youth violence**
3. **the best solutions to problems related to youth violence**
4. **the types of violence that youth may have experienced in their school/community**

The top responses from each category will create the structure of the conference in terms of break out sessions as well as the substance of the Youth House Resolution that the students will be crafting and presenting to Members of Congress at the concluding ceremony.

**October 19<sup>th</sup>**

8:00 - 9:00    **Continental Breakfast  
Registration**

9:00 - 10:30   **Kick-off Event - Cannon Caucus Room**

10:45 - 12:15   **Morning Break Out Sessions on *Defining the Issues***

**Objective:**    *Youth will explore the top five primary causes of youth violence that emerged from their collective responses to the pre-conference questionnaire.*

**Groupings:**   *Youth will be divided into 20 groups of approximately 20 students -- five sets of four groups per issue.*

12:15 - 1:30   **Lunch**

1:45 - 3:30    **Afternoon Break Out Sessions on *Solving the Problems***

**Objective:**    *Youth will learn about existing programs that address the top five issues that they selected as primary causes of youth violence, chose the programs that they decide are the most effective and develop recommendations for the solutions section of the House Resolution.*

**Groupings:**   *Youth will remain in the same groups as in the morning break out sessions.*

3:45 - 4:30    **Resolution Drafting Committee**

Selected youth and adult facilitators from each of the five groups (per issue) will synthesize the Group Reports from Break Out Sessions #1 & #2 into one document.

**Celebrity Speaker**

While the facilitators compile the information, the young people will attend a discussion session led by a celebrity speaker/presenter.

4:45 - 6:00    **Break Out Session #3: *Media Projects***

Students will be divided up regionally to work on public service announcements and/or video town hall meeting that promote an anti-violence message

Diagram of Tuesday, October 19<sup>th</sup>

*Top Five Primary Causes of Youth Violence  
according to conference attendees  
(Results of the Pre-Conference Questionnaire)*

Issue #1Issue #2Issue #3Issue #4Issue #5

4 Groups

4 Groups

4 Groups

4 Groups

4 Groups

*Morning Break Out Sessions  
Defining the Issues*

*Afternoon Break Out Session  
Identifying Best Solutions*

*Resolution Drafting Committee  
(consolidates the reports from each of the sets of issue groups)*

*Youth House Resolution*

**October 20<sup>th</sup>**

**8:30 - 9:30    Breakfast, Announcements & Keynote Speaker**

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

**9:30 - 11:30    Skills Training Sessions (approximately 20 small groups)**

**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 grassroots initiatives.**

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

- 1.     conduct community youth forums**
- 2.     facilitate classroom-based focus groups**
- 3.     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.***

**12:00 - 1:45    Lunch & Capitol Building/Office Tour**

**2:00 - 3:30    Regional Meetings with members of Congress: *Action plan for district-wide outreach and Youth Advisory Council development***

**3:30 - 5:00    Media Projects**

**5:00 - 5:30    Snack Break**

**5:30 - 7:30    Closing Ceremony & Press Opportunities**

**"Voices Against Violence" Congressional Teen Conference**  
**Question and Answer**  
**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 ~~and~~ a national anti-violence message for their peers. 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.

Over the course of this two-day conference, students will have the unique opportunity to share their ideas with members of Congress, national law enforcement and education officials ~~as well as leaders in the entertainment industry~~ <sup>regarding</sup> 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.

This is an inspiring group of kids who, at a young age, have dedicated their lives to making our nation's communities safer. Many of the participants are themselves victims of violence who have chosen to turn their personal tragedies into proactive solutions. They should all be commended for their dedication to this cause, and I know that the President is looking forward to meeting with them today and reviewing their final resolution. . . We are interested to see if they can pass their resolution sooner than the Congress acts on the Juvenile Justice bill. It's been 6 months since the most tragic school shooting in our nation's history in Littleton, Colorado, and the Republican Leadership has yet to pass a bill with even the most common sense gun safety provisions.

*Details on resolution + purpose?*

*send Congress a resolution sooner than the Rep leadership sends a bill to the floor*

**Q: Does the second Annual Report on School Safety yield any additional findings?**

**A:** The President will release the findings of the second Annual Report on School Safety at the "Voices Against Violence" conference today. The report is intended to provide parents, principals, youth and policymakers with an accurate yearly snapshot of school crime as well as information on practical steps they can take to make their schools safer.

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% among participating first through fifth graders.

Among other key findings, the report revealed some of the earliest available hate crimes data within our school system. Citing the Health Behavior of School Children Survey of 11-, 13-, and 15-year-olds in the United States, the report indicated that 15 percent of these youth had been bullied because of their religion or race. An additional 30% had been bullied with sexual jokes, comments or gestures directed at them.

In January of this year, the National Crime Victimization Survey (NCVS) initiated its first school hate crimes survey on hate language and graffiti in school. We plan to take a more comprehensive look at this problem when the results are posted for the first time in the 2000 Annual Report on School Violence.

**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. There isn't a more painful reminder of this than the impending six month anniversary of the tragic school shooting in Littleton, Colorado this week.

The student leaders participating in the "Voices Against Violence" Conference will complete their work by passing a resolution on reducing youth violence tomorrow. Ironically, that same day is the 6 month anniversary of Littleton, Colorado -- where more children died in gunfire than in any other multiple school shooting in the history of the United States. Yet, 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 has said time and time again that he 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 placing 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.

## **PRESIDENT CLINTON: WORKING WITH YOUNG PEOPLE TO COMBAT YOUTH VIOLENCE**

October 19, 1999

At a youth violence conference at the Capitol today, President Clinton will speak with over 350 teen leaders from around the country about the key priorities for the nation's future. First, President Clinton will urge Congress to pass a budget that invests in young people and makes education our first priority. Second, the President will release the second Annual Report on School Safety and announce that the Justice Department, in partnership with MTV, will distribute multimedia toolkits to prevent youth violence. Finally, President Clinton will call on Congress to enact common-sense gun laws and long-overdue hate crimes legislation.

### **DEMANDING A BUDGET THAT INVESTS IN AMERICA'S FUTURE**

- Today, President Clinton will call on Congress to pass a budget that makes education America's number one priority. He will demand a budget that reduces class sizes and funds other critical education initiatives, puts up to 50,000 more community police on the streets and protects the environment, and saves Social Security while paying down the debt. He will call on Congress to make the tough choices to accomplish all of this while maintaining our fiscal discipline, strengthening Social Security and Medicare, and paying down the debt.

### **UNVEILING NEW TOOLS TO PREVENT SCHOOL VIOLENCE**

- **Second Annual Report on School Safety.** On Sunday, the FBI released new statistics showing that in 1998 serious crime dropped for the seventh year in a row, the longest continuous decline in nearly 40 years, and that the murder rate reached its lowest point in 31 years. Building on that good news, the President today will release the findings of the second Annual Report on School Safety – a report that gives parents, principals, youth, and policymakers a snapshot of school crime, as well as information on practical steps they can take to make 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.

*-- Minority students and younger students feel less safe at school than others.* Black and Hispanic 4<sup>th</sup>-grade students were more likely to report feeling "very unsafe" at school than white students (9 percent and 6 percent, respectively, compared to 2 percent of white students). Notably, 12th grade students of any race were less likely than 4<sup>th</sup> or 8<sup>th</sup> grade students to report feeling "very unsafe" at school.

- **Providing resources and solutions for young people in partnership with MTV.** Today the President will also announce that the Justice Department -- in partnership with MTV and the Department of Education -- will send out 200,000 copies of an enhanced CD with an interactive conflict resolution program, and a Youth Action Guide focused on mentoring and other steps young people can take to prevent youth violence. The guides and CDs will be sent to youth-serving organizations such as after school programs, Boys and Girls Clubs, juvenile justice and law enforcement agencies as part of MTV's year-long anti-violence campaign. First kicked off by the President at the White House School Safety Conference last year, the MTV campaign has been educating young people on youth violence issues and linking them to national anti-violence resources.

## **CALLING ON CONGRESS TO FINISH THE JOB ON GUNS AND HATE CRIMES**

- **Enacting common sense gun legislation.** Six months after the tragedy at Columbine High School, the President will call on the Republican leadership now 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.
- **Passing an expanded Federal hate crimes law.** The President will also urge Congress to pass the bipartisan Hate Crimes Prevention Act of 1999. This legislation, if enacted, would strengthen current law by making it easier to prosecute crimes based on race, color, religion and national origin and by expanding coverage to include crimes based on sexual orientation, gender and disability.

## **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 announce that he will sign into law the VA-HUD spending bill and meet with Congressional leaders to work out a budget that honors its commitment to the American people. Also at the conference, the President will ~~also~~ reiterate his call on all sectors of society to join young people in taking action to combat youth violence. The President 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 partnership with MTV, will send new tools for young people to take a stand against violence.

### **WORKING TOGETHER TO BUILD CONSENSUS ON THE BUDGET**

- ***Making progress on the budget.*** Today, the President will sign the VA-HUD FY 2000 appropriations bill to fund critical veterans, housing, and science and technology programs. Building upon the same spirit of bipartisanship, today President Clinton will meet with Republican and Democratic congressional leaders to try to resolve differences and work out a framework to pass a budget that meets the priorities of the American public, including strong investments in education for smaller class sizes, to help put 100,000 teachers in the classroom, and add up to 50,000 more community police, protect the environment, and save Social Security and pay down the debt.

### **PROVIDING NEW TOOLS TO COMBAT SCHOOL VIOLENCE**

- ***Second Annual Report on School Safety.*** On Sunday, the FBI released encouraging new crime statistics showing that in 1998 serious crime dropped for the seventh year in a row, the longest continuous decline in nearly 40 years. The FBI report also confirmed that the murder rate reached its lowest point in 31 years, and that juvenile arrests for violent crimes fell 8 percent – double the decline reported for adults. Adding to these new statistics, 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.

**Minority students and younger students feel less safe at school than others.** Higher percentages of black and Hispanic 4<sup>th</sup> grade students reported feeling “very unsafe” at school (9 percent and 6 percent, respectively), as compared to white students (2 percent). In addition, fewer 12<sup>th</sup> grade students reported feeling “very unsafe” at school, regardless of race, as compared to 4<sup>th</sup> and 8<sup>th</sup> grade students.

- ***Providing resources and solutions for young people in partnership with MTV.*** Today, the President will announce that the Justice Department will send out 200,000 copies of an enhanced CD with an interactive conflict resolution program, and Youth Action Guide focused on mentoring and other steps young people can take to prevent youth violence. The guides and CDs will be sent to youth-serving organizations such as after school programs, Boys and Girls Clubs, juvenile justice and law enforcement agencies as part of MTV’s year-long anti-violence campaign. The CD and guide are a result of the partnership formed between MTV and the Justice and Education Departments, first kicked off by the President at last year’s White House School Safety Conference. The Recording Industry Association of America donated labor and materials to press the enhanced CD which also contains music and anti-violence messages from popular musicians. 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.

## **WHAT STILL NEEDS TO BE DONE**

- **Enacting 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.
- **Passing an expanded Federal hate crimes law.** The President will urge Congress to pass the bipartisan Hate Crimes Prevention Act of 1999. This legislation, if enacted, would strengthen current law by making it easier to prosecute crimes based on race, color, religion and national origin and by expanding coverage to include crimes based on sexual orientation, gender and disability.

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Since 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, the campaign has been 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. The Recording Industry Association of America 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.

## **WHAT STILL NEEDS TO BE DONE**

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- **Passing an expanded Federal hate crimes law.** The President will urge Congress to pass the bipartisan Hate Crimes Prevention Act of 1999. This legislation, if enacted, would strengthen current law by making it easier to prosecute crimes based on race, color, religion and national origin and by expanding coverage to include crimes based on sexual orientation, gender and disability.

# Guns in American Schools

Since the Columbine tragedy, the media have reported several major incidents in which children or teenagers have brought guns to school.

Many had the intention to commit crimes against school personnel and/or their classmates, but were thwarted by school staff or by the reports from their friends.

According to a recent report issued by the Department of Education, over 6,000 students were expelled in 1996-1997 for bringing guns to their public schools.

State Child Access Prevention (CAP) laws require gun owners living in households with minor children to store their guns locked and out of reach of children. Presently, only 17 states have CAP laws.

Nevertheless, more and more children are bringing guns into schools. A 1995 study by the Centers for Disease Control indicated that 8% of all students reported bringing a gun to school in a 30-day period. Consider the following incidents...

- Multiple  
6 injured
 • May 20, 1999: Exactly one month to the day after the Columbine Tragedy, as the Senate voted for groundbreaking gun control measures, a suicidal student walked into Heritage High, in Conyers, GA, and opened fire. According to witnesses, the 15-year-old suspect "unleashed a barrage of bullets" into a crowd of fellow students. By the time the shooting had ended, 6 students had been injured.
- Multiple  
- 15 Killed  
- 23 injured
 • April 20, 1999: Littleton, Colorado, Dylan Klebold and Eric Harris, two loners with a history of making threats against athletes and others, carried out a murderous rampage that left 15 dead, including the two killers. The tragedy at Columbine High School focused national attention on the issue of children and guns, gun shows (where the guns used in the massacre were purchased) and school safety.
- May 27, 1998: Two teenage students were arrested for allegedly pointing a gun at students and staff at the WB Simpson Elementary School in Camden, DE. According to authorities, the two threatened students on the playground with what appeared to be a gun. When a staff member confronted the two, they allegedly pointed the weapon at her.
- May 27, 1998: Police charged a 15-year-old Hereford, MD, student with bringing a semi-automatic pistol to class. A subsequent search revealed a loaded magazine for the weapon in his locker at the Hereford Middle School.
- May 26, 1998: A Parkersburg, WV, student was suspended after admitting to planting a gun in a teacher's backpack. The student had planted the semi-automatic pistol in the bag two weeks earlier.
- May 22, 1998: Officials at the Newberry Elementary School near Memphis, TN, seized a loaded .25 caliber semi-automatic pistol from a 10-year-old student after he allegedly pointed the gun at a classmates head and said "pow". Travis C. Leaper was charged with two counts of aggravated assault after bringing the gun to school in his book bag. Leaper had apparently taken the gun from under the front seat of his father's truck.
- May 22, 1998: A student alerted school officials that a Baldwin, MO, high-school freshman was in possession of a handgun. When confronted by police, the student relinquished a .22 caliber revolver and ammunition. The student indicated that he had obtained the weapon from his home.
- Multiple  
- 2 Killed  
- 20 wounded
 • May 21, 1998: Kipland P. Kinkel, a 15-year-old Springfield, OR, high school student opened fire with a .22 caliber semi-automatic rifle in the crowded cafeteria of Thurston High School. By the time the shooting had ended, two students had been killed and 20 others wounded. Police found the bodies of Kinkel's parents in their suburban home later that day. Kinkel had apparently shot his parents before driving to school to begin his rampage. Kinkel had been suspended from school the previous day for bringing a loaded handgun to class.

- May 21, 1998: A 15-year-old Onalaska, WA, boy carrying a gun, got on his school bus, and then went to his home and shot himself in the head. Friends reported that he had been arguing with his girlfriend minutes before the incident. Police later determined that the gun had been taken from his father's dresser-drawer.
- 1 killed • May 20, 1998: In Fayetteville, TN, 18-year-old Jacob Davis shot and killed fellow student Robert Creson. The Lincoln County High School student was apparently upset that Creson was dating his ex-girlfriend. Classmates described Davis as a quiet and unassuming student.
- May 15, 1998: A 16-year-old DeLand High School student was arrested and charged with bringing a firearm to the Orlando, FL, area school. The Volusia County Sheriff's Office reported that the student claimed to have found the gun at his bus stop and had brought it to school to sell it.
- May 15, 1998: A Pelion, SC, high-school student was charged with bringing a loaded 9mm pistol to school after other students had noticed the gun while riding they rode the school bus. The 15-year-old was described as "friendly with a flair for the offbeat."
- May 14, 1998: A student at the Hoggard High School near Wilmington, NC, was charged with bringing a pistol to school. A school spokesperson noted that a number of weapons had been found on the campus.
- May 13, 1998: A 7-year-old girl brought a loaded 9mm Glock pistol to a Pelion, South Carolina, elementary school. A spokesman for the Lexington County Sheriff's office indicated that the girl had obtained the gun from her father's truck. "We don't think she had any criminal intent to hurt anyone", spokesman Lt. Gary Morgan said, "It was just like 'Hey, I have a gun.'"
- May 12, 1998: An emotionally troubled Granger Township, OH, student was caught carrying a loaded .22 caliber semi-automatic pistol on a school band trip. Authorities stated that the Band director and chaperone seized the gun after another student had warned them that the youth had a gun and seemed upset. The parents of the 17-year-old boy acknowledged that they had bought the gun for him and that their son had a history of emotional problems.
- May 9, 1998: A 5-year-old took a loaded .25 caliber pistol to school after he had been given a "time-out" by his kindergarten teacher. The Memphis, TN, student apparently obtained the gun from his grandfather's bedroom dresser. According to authorities, the child "had shown [a fellow student] a bullet and told him that he wanted to shoot [his teacher] and another student."
- May 5, 1998: In Hartford, CT, a 12-year-old boy was arrested for bringing a two-shot derringer to Vernon Center Middle School. Authorities said that the boy had taken the gun from his house because he was "curious about the weapon," and had later forgotten that he had it in his knapsack.
- May 5, 1998: A former Manual High School student entered the school's gymnasium and threatened several students with a gun. The former student of the Denver, CO, school fled when confronted by school security officers. Denver Public Schools spokesman Mark Stevens was quoted as saying "He was using [the gun] in a threatening manner. This was not show and tell."
- Multiple - Killed 1 teacher - Wounded 2 • April 27, 1998: Andrew Jerome Wurst, 14, walked into the James W. Parker Middle School Dance and opened fire with .25 caliber semi-automatic handgun. John Gillette, a popular science teacher, was killed and two other students wounded. Wurst had stolen the pistol from his father. (Edinburgh, PA)
- April 17, 1998: Authorities arrested a 15-year-old Centreville, VA, youth for carrying a handgun to school. The Centreville High school student was released to his parents. Authorities determined that the gun had been stolen two years earlier.
- April 14, 1998: A 10-year-old Capitol Heights, MD, elementary school student opened her bookbag and found a loaded .38 caliber revolver. The girl later told police that her 14-year-old brother had borrowed the backpack for the weekend.
- April 2, 1998: A 11-year-old Colorado Springs, CO, boy brought a .38-caliber pistol to school in his knapsack. The fifth-grade student at Bristol Elementary School was later suspended for one year under the local school district's policy.

- March 31, 1998: A 13-year-old girl brought a loaded pistol to school and committed suicide in a school bathroom. Police had no motive for her suicide in a bathroom at a Chapel Hill, NC, high school.
- March 26, 1998: For the second time in 5 months, a 4-year-old brought a loaded 9mm pistol to a Cleveland, OH, day-school class. Police said that the 4-year-old obtained the gun from his guardian's brother. The brother kept the gun in a potato chip rack in his store, and claimed that he did not know that the 4-year-old had taken the pistol.
- March 25, 1998: In a crowded Daly City, CA, schoolyard, a 13-year-old fired a .25 caliber pistol at the Principal of his middle school. Authorities said that the assailant was angry at being sent home early from school the previous week, and sought to exact revenge.
- March 24, 1998: Firing from woods overlooking their school, a 13-year-old and an 11-year-old shot and killed four middle school students and a teacher and injured 10 other students in Jonesboro, AR. The two students were found with three rifles, seven handguns and more than 500 rounds of ammunition. The weapons were taken from the home of the 11-year-old's grandfather and father.
- March 20, 1998: Three seventh-graders in Bethel, WA, hid a handgun and a clip of ammunition in bushes near school grounds after one of the students brought the weapon on a schoolbus. The gun belonged to the father of one of the students and no motive was given for bringing the weapon to school.
- March 13, 1998: A sixth-grader brought a sawed-off .22 rifle to school in West Los Angeles, CA. The student was caught showing a bullet from the weapon to a classmate in homeroom and the unloaded rifle was found in his backpack. The student said he found the weapon in an abandoned camper near his home.
- March 6, 1998: After a female student teased him about his ears, an 8-year-old Indianapolis elementary school student brought a loaded .25 caliber pistol to school. The student was expelled after pointing the loaded handgun at a classmate. The boy had apparently stolen the gun from his 19-year-old brother.
- February 25, 1998: The day before his 14th birthday, Vincent Garofalo from Reed City, MI, committed suicide by shooting himself in the head in front of his school locker just after classes started. The eighth-grader had smuggled the .22 caliber rifle which his father had given to him for hunting and target shooting in a guitar case into his school. In the days prior to his suicide, Garofalo had told his friends "something big is going to happen" on that day and that he wouldn't be around to see his birthday.
- February 12, 1998: A 16-year-old Waynesville, NC, student stole his grandfather's 9mm pistol and brought it to Pisgah High School. Curtis Everhart later pled guilty to bringing a loaded firearm onto school property. Authorities did not have a motive for his actions.
- February 12, 1998: In Salt Lake City, a 13-year old walked into Union Middle School with a gun tucked in his belt. Fellow students noticed the .22 caliber pistol and informed authorities. The student claimed that other students were "out to get him" and that he needed the pistol for protection. He also claimed to have bought the gun for \$25 from a fellow student.
- January 24, 1998: Authorities confiscated a .22 caliber pistol after breaking up a heated confrontation between two groups of Forest High School students. The Ocala, FL, police department was uncertain as to the reasons why the 16-year-old youth carried a gun. Police speculate that the youth was either seeking revenge or carrying the gun for self-defense after a friend had been beaten up at school.
- January 15, 1998: In Washington, D.C., 16-year-old Octavious Clarke shot and killed a female classmate after unsuccessfully flirting with her. Witnesses state that Clarke was in a agitated emotional state and became enraged at the victim.
- January 9, 1998: A Brewster, NC, 13-year-old brought a loaded .357 revolver into the principal's office of Brewster Middle School. Reports indicate that the student felt threatened by older classmates.
- January 8, 1998: A 13-year-old Dayton, OH, boy brought a .22 caliber handgun to school to show off to friends. Discovered during a routine search, the gun belonged to the boy's father. The boy admitted taking the gun from the top shelf of his father's closet.

(Multiple  
- Killed 5  
- injured 10)

1 killed

multiple  
2 wounded

December 15, 1997: Two students were shot and wounded in Stamps, Arkansas. A local resident commented, "We're a very close-knit community....it's hard to sum up how I feel. It's like a member of your own family being shot". Joseph "Colt" Todd, 14, was arrested in the nonfatal shootings four days later.

- December 12, 1997: An 8-year-old boy brought an .32 caliber pistol onto Wilmington, DE, school bus. Witnesses said that the child thought the weapon a toy, and was showing it to classmates on the way to school.
- December 6, 1997: A fourth-grader in Mountain Grove, MO, brought his parents' 9mm handgun to school. A teacher confiscated the weapon when he produced the gun for show and tell.
- December 4, 1997: A 15-year-old Kempsville High School was arrested after bringing an .306 caliber Mauser pistol to school. The Kempsville, VA, student indicated that he wanted to scare another student who had threatened him.

multiple  
shooting  
3 killed  
6 injured

December 1, 1997: Micheal Carneal, described as an "ordinary 14-year-old boy", fatally shot three classmates and wounded five others at a West Paducah, KY, high school. At the time, Carneal was armed with several weapons, including a .22 caliber handgun with 3 extra clips. The weapons were allegedly stolen from a neighbor's garage.

- October 23, 1997: A Durham, NC, 5-year-old brought a loaded .32 caliber revolver to his elementary school. The boy told police that his mother's boyfriend had given him the gun.
- October 15, 1997: A 13-year-old St. Petersburg, FL, student brought a loaded .38 caliber revolver to school and shot a 13 classmate. Cheryl Hartsoe, the boy's mother, is charged under Florida's CAP law with leaving a loaded weapon accessible to a child.
- October 7, 1997: A 14-year-old Moose Lake, MN, boy was caught after pointing a loaded handgun at his classmates. The student apparently had felt threatened at school. The boy had apparently taken the gun from a locked cabinet in his mother's house.
- September 25, 1997: 17-year-old Andrew Burney brought a loaded .25 caliber pistol to class at Central High School in Macon, Georgia. The sophomore student had apparently felt threatened and carried the weapon with a round in the chamber, ready to fire at any time.
- September 11, 1997: Sheridan, CO, police charged the parents and a cousin of a 5-year-old boy who brought a loaded .357 Magnum revolver to school. The gun, loaded with six hollow-point rounds, was confiscated by a teacher after it fell out of the child's waistband. The child indicated that he had found the gun in his cousin's dufflebag.

### HOW MANY MORE KIDS NEED TO BE SHOT BEFORE CONGRESS WAKES UP?

*Incidents taken from various wire reports and newspapers*

August, 1999

## **PRESIDENT CLINTON: WORKING WITH YOUNG PEOPLE TO COMBAT YOUTH VIOLENCE**

October 19, 1999

At a Congressional teen violence conference attended by over 350 youth 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 from 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 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. The number of school-associated homicides 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 in 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 6,093 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.** The President will announce that today, the Justice Department will send out 200,000 copies of an enhanced CD and Youth Action Guide developed in partnership with MTV, Department of Education and the Recording Industry Association of America (RIAA). The CDs and Youth Action Guides will be distributed to youth organizations such as after school programs, Boys and Girls Clubs, juvenile justice and law enforcement agencies, and foundations. *elaborates*

- **Reaching youth through a year-long public-private partnership with MTV.** *the first* At ~~last~~ *not year* year's White House Conference on School Safety, the President announced the formation of the partnership between the Departments of Justice, 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 funding and 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. With the assistance of RIAA, 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. To date, over 250,000 CDs and youth action guides have been distributed through a Justice Department 1-800 number, web site requests and other giveaways.

- **Urging the Republican Leadership to enact common sense gun legislation.** Six months *the first* after the tragedy at Littleton, 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 ban 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, last August, the President announced the formation of a National Campaign Against Youth Violence. 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.

**SECOND ANNUAL REPORT ON SCHOOL SAFETY.** The President will announce 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 school crime, as well as to provide information on what practical steps they can take to make their schools safer. Key findings of the report include:

- **While homicides in school remain extremely rare, multiple school shootings have increased.** Less than one percent of the total number of children nationwide who were murdered or committed suicide were at school. The number of school-associated violent deaths has 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.
- **Serious violent crime rates are down at school and away from school.** Since 1993, the overall school crime rate declined . Students ages 12 to 18 were also more likely to be victims of serious violent crime away from school than at school. In 1997, young people were three times more likely to be victims of serious violent crime away from school, than at school.
- **Fewer students are carrying weapons to school and getting in fights.**
- **Minority students and young students feel less safe at school than others.**

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**Gun/juvenile crime legislation**  
**October 13, 1999**

**Q: What do you think the prospects are for passing gun legislation before the Congress adjourns for the year?**

A: It would be a grave mistake for the Congress to fail to act on such important life-saving legislation. In this year alone, we have watched as innocent people were gunned down while attending school, walking home from a church or synagogue, working in their offices, delivering the mail, and worshipping in their church. And just this week, three law enforcement officers were killed by gunfire in Pleasanton, Texas. If there were ever a call to action to pass common sense gun legislation, the time is now.

Passing gun legislation shouldn't be about politics, but about public safety. Every day the Congress fails to finish its work on gun legislation, another 13 children are killed by gun violence. I am committed to doing my part, by giving communities tools to keep their communities safe -- by putting more police on the street, cracking down on illegal gun traffickers, and providing new school safety resources. But there is simply no reason why criminals should be able to buy guns without a background check at gun shows; why violent juveniles should be able to purchase a handgun on their 21<sup>st</sup> birthday; and why child safety locks cannot be provided with every handgun sold. That is why I will join the American people in continuing to urge the Congress to pass these common sense measures without further delay.

**Q: It has been reported that Chairmen Hyde and Hatch have reached an agreement on gun legislation that would include many of the Senate-passed provisions you have called for -- including some form of gun shows. Are you prepared to support such a compromise in order to enact gun control measures this year?**

A: Well, we haven't seen any legislative language yet, so I would have to reserve judgment until we've had a chance to review it. While some provisions may sound like the Senate-passed gun measures, the devil will certainly be in the details. We know that in the past, "compromises" have been offered that would only compromise public safety and compromise law enforcement's ability to catch criminals trying to buy guns. In some instances, we've even seen "compromises" ghostwritten by the gun lobby that would roll back current gun laws. So, we will be looking at whatever gun provisions are proposed very carefully to ensure that they strengthen current gun laws -- instead of weakening or creating dangerous new loopholes in our gun laws.

**Q: Will you veto a juvenile crime bill that contains something less than the Senate-passed gun provisions just to give the Democrats an issue for next year's election?**

A: Outside of Washington, gun safety is not a partisan issue but a public safety issue. I believe that the Senate gun provisions -- which had bipartisan and law enforcement support -- are

entirely reasonable and necessary to improve public safety. And I can see no good reason why they can't be passed quickly by the full Congress. But I refuse to sign a bill that opens new loopholes and weakens our current gun laws. During the House gun debate, attempts were made to re-open the pawnshop loophole, and weaken background checks at gun shows. So, as I have said before, I will veto any bill that weakens our gun laws instead of strengthening them.