

- 2 pages - surprise
- bring - OCR last - Buxton (J.B.)
- 1pm - Tuesday
- afternoon - 16th Fri

CLINTON LIBRARY PHOTOCOPY

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chological. As when the president of the United States tells Serbs and Kosovars, Hutus and Tutsis, Chechens and Russians, Arabs and Israelis that the root problem of ethnic conflict is irrational prejudice and mistrust of "the other"—rather than the struggle for power, domination, territory, wealth, pride, vindication, etc., which has underlain wars both between and within groups since Cain slew Abel.

Silliness, as when the killer of Mayor George Moscone and Harvey Milk in San Francisco is found guilty of a reduced charge because the jury believed that junk food had mentally impaired him.

But there is a dark side to this silliness. A year before Eric Harris and Dylan Klebold massacred their classmates at Columbine High, they had been "treated"—with counseling sessions and "anger management" classes.

You don't therapize "anger." You don't cure ethnic cleansing with sensitivity training. You don't send bigots like John Rocker to a shrink.

Evil is a moral problem, not a medical or psychological one. It is nice to pretend otherwise. But if that pretense becomes real, then we start inhabiting a universe somewhere between "A Clockwork Orange" and the psychiatric prisons of the gulag.

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Russell Skiba

No to Zero Tolerance

In Decatur, Ill., a federal court has rejected the suit of the Rev. Jesse Jackson and Operation PUSH on behalf of six black students expelled for a football-game brawl. The case has intensified national discussion concerning zero tolerance school discipline.

The pervasive fear created by a string of tragic school shootings has left both schools and society more receptive than ever to tough talk. Zero tolerance has gained wide popularity for its promise of a no-nonsense solution to a difficult problem. But how well does zero tolerance really work?

The term was first adopted by the Reagan administration, taken from a San Diego program that impounded any seagoing vessel for even trace amounts of drugs. Treating drug-runners and water skiers equally severely, the policy's intent was to send a clear message to dealers and users alike. Controversial from the first, the boat impoundment policy was quietly phased out after a Woods Hole Oceanographic Institute research vessel was seized for traces of marijuana found in a crewman's cabin.

But the term quickly caught on among educators concerned about a near epidemic of youth violence. Beginning in 1988, school boards across the country adopted zero tolerance policies for everything from gang clothing to drugs to boom boxes. In 1994 President Clinton signed the Gun-Free Schools Act, mandating a one-year expulsion for weapons in school.

As with zero tolerance drug policy, however, get-tough disciplinary measures led to controversy. Some districts reported increases in weapons confiscated. Yet strict zero tolerance has also resulted in numerous cases of suspension or expulsion for everything from nail files to paper clips, Midol to cough drops. Protests seem to flare most often in districts that insist on stiff, unyielding penalties without opportunity for review.

As Decatur highlighted, racial issues play a part in the zero tolerance debate. African American students are suspended two to three times as frequently as white students, and represent an even greater share of expulsions. Research shows that although black students do not misbehave significantly more than other students, they are frequently punished more severely for less serious offenses.

One of the lessons learned from Columbine is that school alienation can be

deadly. Yet the primary purpose of suspension and expulsion is to disconnect troublemakers from school. We know little about the short-term effects of school suspension, but in the long-term, suspension is moderately correlated with dropping out of school. It is not surprising that many police departments have become disillusioned with zero tolerance school discipline. As school suspensions and expulsions multiply, so does crime in the community.

The zero tolerance mentality has brought a sharp increase in school security technology: metal detectors and video surveillance. After 10 years, however, there is virtually no evidence that security technology or personnel have increased school safety. Of the handful of published evaluations of school security measures, none is of sufficient quality to show that security measures substantially affect school safety. In fact, some researchers argue that overreliance on school security measures and zero tolerance contributes to a cycle of fear and violence, creating a climate more conducive to violence.

There can be no doubt that schools need effective responses to disruption and incivility—harassment, verbal abuse, threats—before minor incidents escalate into serious violence. Yet the Draconian responses of zero tolerance yield a seemingly endless spiral of punishment. If a child with a toy cap gun is expelled for a year, then we are almost forced to respond to truly dangerous events and real weapons with two-year, three-year, perhaps permanent expulsions.

As an alternative, many schools are beginning to consider more moderate policies, under which the punishment fits the crime, and to develop preventive plans for school safety. School violence experts consistently emphasize comprehensive and careful planning as the best path to safe schools.

The solution to the problem of school violence will be found not in reflexively kicking more students out but rather in learning why some adolescents become alienated and dangerous, and what we must do to better include, involve and reconnect troubled youth in our schools.

The writer is a professor in the School of Education at Indiana University. He was a member of the team that prepared the president's guide to school safety, "Early Warning, Timely Response."

Algebra
Schools

Bush

Five

OP Converts

as for whom Keyes and Bauer believe that the acceptance granted homosexuality be- s national moral decline. t that is not the predominant David Smith, senior strate- at the Human Rights Cam- n, the largest gay and lesbian ical organization, says his p's polls show Americans di- roughly into three groups on rights issues.

One-third of the country is firm- ti-gay," he says. "It's rock solid it's not going to change." An- r third is broadly sympathetic y rights. "They're our families, friends—or us." The remaining d third of Americans is especially ortant to politicians. "This mid- group wants to be fair," Smith "They don't want to see gay le hurt or discriminated nt. But they're unclear or un- about public policy matters." he middle third doesn't want rights issues to take center e in the presidential campaign. e middle people would much er be talking about education, care and health care," he says. he middle group, they're prob- looking at this—the argu- ts among presidential candi- s about gays in the ary—"and saying: 'Why are

they talking about this still?'"

Keyes and Bauer don't appeal to this middle, but it almost certainly reacted badly to Gore's statement that he would use support for gays in the military as a "litmus test" in naming members of the Joint Chiefs of Staff. It's not surprising that Gore backed off that comment so quickly. The moderate group, Smith says, is largely against gay marriage but opposes job discrimination against gays and is more willing than in the past to provide gay couples with some of the legal protections married people enjoy.

The most important change in the past decade, Mixner thinks, is in the political thinking of Americans who remain uneasy with homosexuality. "A lot of the middle group once felt that they had to approve or be comfortable with gay people to support their rights," he says. "Now, I think, there's a realization that you don't have to approve or be comfortable to support individual rights. Nowhere in the Constitution does the word 'comfortable' appear."

That Bush and McCain are comfortable saying what they're saying about gays in the military, and that Gore and Bradley are willing to press even further, is the best evidence that Mixner is right.

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[Washington Post, January 14, 2000]

Marcilene Dutton, J.D.
ASSOCIATE DIRECTOR



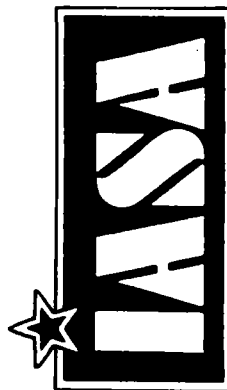
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ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS

December 22, 1999

Dear Andy:

I didn't know if you were interested in these or not. Someday I'll tell you the story about meeting with Jesse Jackson - very interesting!

Hope all is well with you - that you have happy holidays + a really great new year.

Always,
Marilyn

State/Region

COMICS, B10
TELEVISION, B9



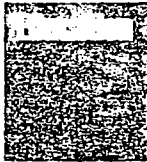
Commission to examine zero tolerance policies

By Tammy Webber
Associated Press Writer

CHICAGO — At the urging of the Rev. Jesse Jackson — whose demonstrations on behalf of six expelled Decatur students gained national attention — the federal government will take a closer look at schools' zero tolerance policies.

The U.S. Civil Rights Commission decided Friday to explore whether such policies tend to disproportionately affect minority and disabled students, Chairwoman Mary Frances Berry said.

Jackson said U.S. Education Secretary Richard Riley told him this week his office couldn't investigate such policies while a federal lawsuit is pending in the Decatur expulsions.



But Riley is urging Congress to address zero tolerance during reauthorization of the Elementary and Secondary Education Act, Jackson said.

The proposed changes include the provision that all school districts have "sound and equitable discipline policies." The proposal also says suspended or expelled students should receive "appropriate supervision, counseling and educational services so they can meet state standards," Riley said in a statement released after he met with Jackson Wednesday.

"I urge Congress to make this change," Riley said. "It ought to be a basic American principle that no student should be punished by being denied an education."

Berry, who also attended the meeting between Jackson and Riley, said school districts might have unfair policies.

"School administrators who have to enforce discipline may want a one-size-fits-all policy," Berry said. "But on the other hand, one size

doesn't always fit all."

The eight-member civil rights commission will host a briefing on the topic in February, with academic experts and school administrators on hand to discuss how the policies are applied and their impact. After that, the commission will decide whether it should recommend changes in enforcement of civil rights laws.

"We want this policy addressed," Jackson said Friday. "We want due process (for expelled students)."

The federal commission also on Friday asked its Illinois counterpart to hold a forum to examine the state of race relations in Decatur. Berry said the Illinois commission had not yet responded to the request.

Jackson last month asked the federal civil rights commission to investigate the Decatur school board's discipline policies, claiming the board violated the rights of the students when it

expelled them for fighting in the bleachers at a Sept. 17 football game.

Berry said last month that if the commission investigated the policy in Decatur, it would not try to decide the fate of the six students, but rather examine whether there are civil rights problems overall with discipline policies.

Although the Decatur students were black, Jackson has said it is not an issue of race, but whether "zero-tolerance" policies are fair to all students.

Federal and state lawsuits have been filed on behalf of the students.

The six students were expelled for two years, and a seventh withdrew before he could be expelled. The school board later reduced the expulsions to a year and agreed to allow the students to attend alternative school during that year. Jackson wants them considered for reinstatement in January, but the board has rejected that idea.

Charges filed against Decatur youths

Four teen-agers involved in fight at football game are charged with mob action

By JAY HUGHES

of The Associated Press

DECATUR — A judge ruled Thursday that prosecutors can proceed with criminal charges against four teens accused in a football game brawl.

It's the latest step in a case that sparked a national debate over zero-tolerance policies in schools and brought the Rev. Jesse Jackson to this central Illinois town to protest.

Roosevelt Fuller, Gregory Howell, Coryell Spates and Courtney Carson

are charged with two counts of mob action each. Fuller also faces aggravated battery and misdemeanor resisting arrest charges. Judge Jerry Patton scheduled a Jan. 31 status hearing but did not set a trial date.

Patton found enough evidence to go ahead with a trial, based on testimony from two police detectives.

"I wasn't surprised," said Ronald Draper of Chicago, who represents Howell.

The detectives testified that the Sept. 17 melee at Eisenhower High School's football stadium was rooted in an ongoing argument between Howell and a juvenile student, whom they identified as members of rival gangs. They said the argument resumed at the stadium, where Howell and the other student had each brought supporters in anticipation of a brawl.

Defense lawyers unsuccessfully argued the testimony indicated their clients were caught up in the fight and not members of a mob planning a confrontation.

Spates had graduated earlier in the year and Howell later resigned from school during expulsion proceedings.

Six others allegedly involved in the fight, including Fuller and Carson, were expelled for two years by Decatur's School Board.

Under pressure from Jackson and the suggestion of Gov. George Ryan, the expulsions were cut in half and the six allowed to enroll in alternative school.

Jackson, who was not present Thursday, is pushing for the six to have a chance of returning to their own schools by January, an idea the School Board rejects.

"This system has attempted to criminalize these six youth," Jackson said in a statement Thursday. "The Decatur School Board chose police intervention over educational intervention. We prefer educational intervention to save and redeem them."

Jackson met with U.S. Education Secretary Richard Riley Wednesday and urged the department to gather information by race on the number of students being suspended and expelled from the nation's schools. Jackson says there is evidence minorities are punished too harshly.

Jackson zeroes in on 'zero tolerance'

Rights leader urges
'sound, equitable'
school discipline

By JENNIFER LOVEN
of The Associated Press

WASHINGTON, D.C. — The Rev. Jesse Jackson brought his campaign against "zero tolerance" school policies to Washington, D.C., on Wednesday, asking the Clinton administration to look into whether minority students' rights to an education are being trampled in the name of discipline.

In a meeting with Education Secretary Richard Riley, Jackson and other education and civil rights leaders urged the department to gather information — by race — on the number of students being suspended and expelled from the nation's schools. The latest data the department had were for 1994, Jackson said.

"We see a sweep of hostility toward America's youth," Jackson told reporters after the meeting. "We see more evidence of race profiling; there is

clearly not an even playing field."

Riley spokeswoman Erica Lepping said the agency would try to compile more recent statistics in the coming year.

Riley also agreed with Jackson that the issue of whether students, particularly minorities, are being disciplined too harshly must be explored, Lepping said.

In a statement, Riley noted the administration has proposed, as part of legislation to reauthorize federal elementary and secondary education programs, requiring that school districts have "sound and equitable discipline policies" or risk losing federal money.

"I urge Congress to make this change," Riley said. "It ought to be a basic American principle that no student should be punished by being denied an education."

After the meeting, Jackson and others made the case that "zero tolerance" policies, common in many schools, are short-sighted and provide a false sense of security while pushing more kids into the criminal justice system. And

jailing them, Jackson argued, is much more expensive in the long term than educating them.

"The illusion that putting them out makes us safer — there is more violence in the streets than in the schools," Jackson said. "To put them out is to expand the problem, not to solve it."

Jackson stressed he does not believe violence should be tolerated, but that early intervention can prevent problems from occurring. And if students must be expelled, they should be given due process first and opportunity for alternative education after.

"It's not that we don't know how to work with children differently," said James Comer, who runs Yale University's Child Studies Center. "There is no excuse for not working with children early."

In Illinois last year, 146,000 students were suspended and 3,000 were expelled, Jackson said.

Jackson's involvement in the issue began with the expulsions of six Decatur, Ill., high school students for two years

after a fist fight at a football game in September. He led two weeks of protests and negotiations in Decatur, saying the School Board's punishment was too severe for their alleged acts.

Under pressure from Jackson and at the suggestion of Gov. George Ryan, the district cut the expulsions to one year and allowed the students to enroll in alternative school.

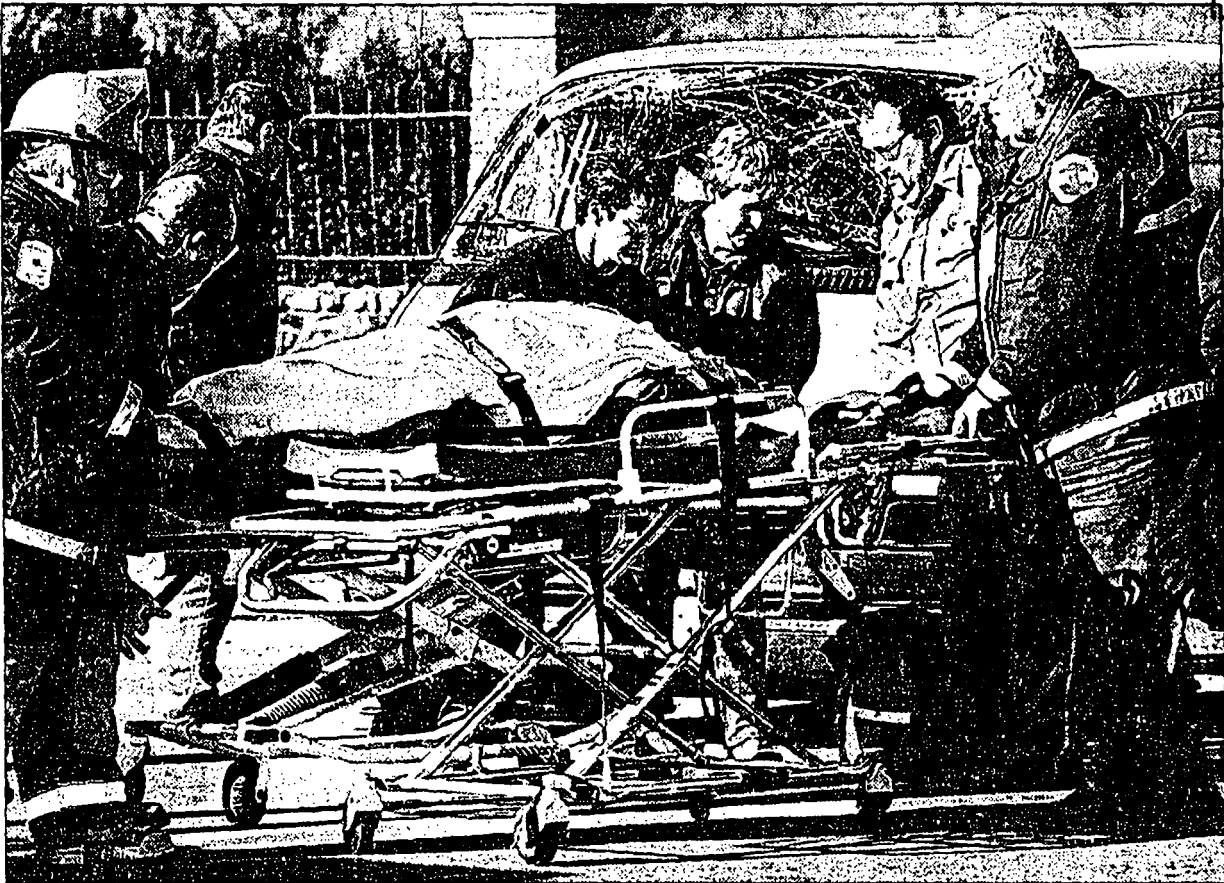
Four teens, including two of those expelled, have also been

charged as adults in the Sept. 17 melee at Eisenhower High School. A court hearing is set to continue Thursday.

Jackson still is pushing for the students to have a chance to return to their own schools by January.

He has asked the U.S. Civil Rights Commission to investigate whether the School Board violated the students' rights. Two lawsuits also have filed on the students' behalf in federal and state court.

Galena Road accident



LINDA HENSON/Journal Star

Emergency personnel remove Brian Bowes of Galesburg from his van, which was struck

Friday morning by a pickup. Jeffrey Scroggs of Chillicothe was charged with DUI.

Student rights examined

U.S. Civil Rights Commission to zero in on zero-tolerance

By TAMMY WEBBER

of The Associated Press

CHICAGO (AP) — At the urging of the Rev. Jesse Jackson — whose demonstrations on behalf of six expelled Decatur students gained national attention — the federal government is taking a closer look at schools' "zero-tolerance" policies.

The U.S. Civil Rights Com-

mission decided Friday to explore whether such policies tend to disproportionately affect minority and disabled students, said Chairwoman Mary Frances Berry.

"School administrators who have to enforce discipline may want a one-size-fits-all policy," Berry said. "But on the other hand, one size doesn't always fit all."

Jackson said Education Secretary Richard Riley told him this week his office couldn't investigate zero-tolerance policies while a federal lawsuit is pending in the Decatur expulsions.

After the two met on Wednesday, Riley said the Clinton administration has proposed requiring that school districts have "sound and equitable discipline policies" or risk losing federal money. The proposal is to be included in legislation to re-authorize federal education programs.

The proposal also says suspended or expelled students should receive "appropriate supervision, counseling and educational services so they can meet state standards," Riley said.

Projected Student Enrollment and Suspension Data by Race and Ethnicity

Source: 1994 and 1997 Elementary & Secondary School Civil Rights Compliance Reports ("E&S Surveys"), Office for Civil Rights, U.S. Department of Education

Projected Student Suspension Rate Values for the Nation for School Year 1993-1994

1994 Compliance Report Cycle	Am. Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black (non- Hispanic)	White (non- Hispanic)	Total
Student Enrollment	445,105 1.04%	1,588,124 3.72%	5,425,976 12.71%	7,193,038 16.85%	28,039,068 65.68%	42,691,311 100%
Student Suspensions ¹	39,551 1.28%	59,102 1.91%	404,955 13.12%	1,030,557 33.38%	1,553,202 50.31%	3,087,367 100%

Projected Student Suspension Rate Values for the Nation for School Year 1996-1997

1997 Compliance Report Cycle	Am. Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black (non- Hispanic)	White (non- Hispanic)	Total
Student Enrollment	521,292 1.14%	1,811,691 3.98%	6,506,399 14.28%	7,720,274 16.95%	28,990,899 63.65%	45,550,555 100%
Student Suspensions ²	37,055 1.19%	58,107 1.87%	424,200 13.62%	997,596 32.04%	1,596,558 51.28%	3,113,515 100%

¹These national projected values are calculated based on self-reported compliance data from 5,173 school districts that were included in the 1994 E&S Survey. As defined, "*Out-of-School Suspension* is excluding a student from school for disciplinary reasons for one (1) school day or longer." Schools were instructed to "count students only once regardless of the number of times suspended."

²These national projected values are calculated based on self-reported compliance data from 5,781 school districts that were included in the 1997 E&S Survey. Definitions were the same as those used in 1994.



FAX COVER SHEET

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TO

FROM

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Name: Scott Palmer, Chief of Staff and
Senior Policy Adviser

Fax: 456-5581

Phone: 205-8162

Date: 12/10/99

Time: 11:20 p.m.

No. of Pages (including cover): 5 / 6

COMMENTS

Attached is the publicly available data on suspension and expulsion rates by race. The data come from the Elementary and Secondary School Civil Rights Compliance Report ("E&S Survey"), a survey instrument administered by OCR. The attachments include:

- 1993-94 projected values for the nation on student suspension rates by race;
- 1993-94 projected values for Illinois on student suspension rates by race; and
- 1997-98 data for the Decatur, Illinois, School District on total enrollment, suspension rates, and expulsion rates race;
- ~~1997-98~~ projected values for the nation on student suspension rates by race (with the document itself in *draft* form, but the numbers final).

As we discussed, the E&S Survey is an instrument administered regularly by OCR that asks many questions of school districts, of which suspension rates are one. The 1997 data has just become available. There is no "report" being released. The data will be published in some form (e.g., website, CD Rom) within the next couple of months.

More information on the E&S survey and the suspension question will follow. Call me if you have any immediate questions. Thanks.

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Department of Education, Office For Civil Rights
1994 Elementary and Secondary School Civil Rights Compliance Report
Projected Values for the Nation

Item		American Indian		Asian/Pacific Islander		Hispanic		Black		White		Total		Disabled		LEP**		Full-Time		Part-Time	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Membership	Male	227,534	0.53	816,319	1.91	2,786,860	6.53	3,642,140	8.53	14,430,284	33.80	21,903,137	51.31								
	Female	217,571	0.51	771,805	1.81	2,639,116	6.18	3,550,898	8.32	13,608,784	31.88	20,788,174	48.69								
	Total	445,105	1.04	1,588,124	3.72	5,425,976	12.71	7,193,038	16.85	28,039,068	65.68	42,691,311	100.00	4,687,773	10.98						
Corporal Punishment	Male	5,390	1.13	679	0.14	27,922	5.84	140,840	29.44	219,206	45.83	394,037	82.37	27,475	5.74						
	Female	1,003*	0.21	77	0.02	5,084	1.06	40,825	8.53	37,324	7.80	84,313	17.63	3,590	0.75						
	Total	6,393	1.34	756	0.16	33,006	6.90	181,665	37.98	256,530	53.63	478,350	100.00	31,065	6.49						
Expulsion	Male	28,164	0.91	45,022	1.46	295,048	9.56	697,331	22.59	1,163,717	37.69	2,229,282	72.21	237,915	7.71						
	Female	11,387	0.37	14,080	0.46	109,907	3.56	333,226	10.79	389,485	12.62	858,085	27.79	51,111	1.66						
	Total	39,551	1.28	59,102	1.91	404,955	13.12	1,030,557	33.38	1,553,202	50.31	3,087,367	100.00	289,026	9.36						
Intellectual Retardation	Male	4,098	0.68	4,651	0.77	29,014	4.78	115,647	19.05	202,397	33.34	355,807	58.61			10,908	1.80	211,686	34.87	144,121	23.74
	Female	3,054	0.50	3,546	0.58	21,077	3.47	75,238	12.39	148,302	24.43	251,217	41.39			7,794	1.28	147,478	24.30	103,739	17.09
	Total	7,152	1.18	8,197	1.35	50,091	8.25	190,885	31.45	350,699	57.77	607,024	100.00			18,702	3.08	359,164	59.17	247,860	40.83
Severe Emotional Disturbance	Male	3,263	1.00	2,237	0.68	20,291	6.20	63,230	19.32	169,661	51.85	258,682	79.05			4,240	1.30	124,062	37.91	134,620	41.14
	Female	964	0.29	549	0.17	5,223	1.60	17,023	5.20	44,781	13.69	68,540	20.95			1,182	0.36	28,450	8.69	40,080	12.25
	Total	4,227	1.29	2,786	0.85	25,514	7.80	80,253	24.53	214,442	65.53	327,222	100.00			5,422	1.66	152,512	46.61	174,710	53.39
Specific Learning Disability	Male	22,162	0.94	22,026	0.93	207,721	8.77	282,795	11.94	1,102,376	46.55	1,637,080	69.13			64,684	2.73	336,931	14.23	1,300,149	54.90
	Female	10,251	0.43	9,942	0.42	100,415	4.24	125,053	5.28	485,542	20.50	731,203	30.87			31,583	1.33	144,201	6.09	587,002	24.79
	Total	32,413	1.37	31,968	1.35	308,136	13.01	407,848	17.22	1,587,918	67.05	2,368,283	100.00			96,267	4.06	481,132	20.32	1,887,151	79.68
High School Diploma	Male	11,657	0.48	58,072	2.39	113,487	4.68	136,636	5.64	863,618	35.62	1,183,470	48.81								
	Female	12,343	0.51	58,527	2.41	123,359	5.09	167,204	6.90	879,869	36.29	1,241,302	51.19								
	Total	24,000	0.99	116,599	4.81	236,846	9.77	303,840	12.53	1,743,487	71.90	2,424,772	100.00			106,185	4.38				
Certificate of Attendance	Male	259	0.56	850	1.83	2,130	4.59	8,590	18.52	14,317	30.86	26,146	56.36								
	Female	180*	0.39	811	1.75	1,744	3.76	7,317	15.77	10,194	21.97	20,246	43.64								
	Total	439	0.95	1,661	3.58	3,874	8.35	15,907	34.29	24,511	52.83	46,392	100.00			15,942	34.36				
Need of LEP	Male	32,392	1.24	220,621	8.45	1,003,616	38.42	31,461	1.20	82,359	3.15	1,370,449	52.46	95,501	3.66						
	Female	29,964	1.15	187,866	7.19	926,179	35.46	27,808	1.06	69,895	2.68	1,241,712	47.54	50,390	1.93						
	Total	62,356	2.39	408,487	15.64	1,929,795	73.88	59,269	2.27	152,254	5.83	2,612,161	100.00	145,891	5.59						
Enrolled in LEP	Male	24,940	1.09	198,907	8.71	872,929	38.72	28,186	1.23	72,179	3.16	1,197,141	52.42	76,645	3.36						
	Female	23,073	1.01	168,769	7.39	808,431	35.40	25,103	1.10	61,270	2.68	1,086,646	47.58	40,508	1.77						
	Total	48,013	2.10	367,676	16.10	1,681,360	73.62	53,289	2.33	133,449	5.84	2,283,787	100.00	117,153	5.13						
Gifted and Talented	Male	10,202	0.40	72,706	2.84	76,729	2.99	93,204	3.64	990,989	38.67	1,243,830	48.53	24,291	0.95	13,796	0.54				
	Female	10,319	0.40	78,629	3.07	83,481	3.26	120,347	4.70	1,026,387	40.05	1,319,163	51.47	11,993	0.47	13,458	0.53				
	Total	20,521	0.80	151,335	5.90	160,210	6.25	213,551	8.33	2,017,376	78.71	2,562,993	100.00	36,284	1.42	27,254	1.06				
P Mathematics	Male	1,516	0.33	23,135	4.99	15,598*	3.36	14,798	3.19	178,800	38.54	233,847	50.40	2,216*	0.48						
	Female	2,023	0.44	21,624	4.66	17,001*	3.66	19,528	4.21	169,961	36.63	230,137	49.60	1,336*	0.29						
	Total	3,539	0.76	44,759	9.65	32,599*	7.03	34,326	7.40	348,761	75.17	463,984	100.00	3,552*	0.77						
P Science	Male	2,230*	0.40	26,313	4.74	15,962	2.88	19,942	3.60	214,013	38.59	278,460	50.21	2,325*	0.42						
	Female	2,066	0.37	20,802	3.75	15,343*	2.77	24,192	4.36	213,753	38.54	276,156	49.79	1,399*	0.25						
	Total	4,296*	0.77	47,115	8.50	31,305*	5.64	44,134	7.96	427,766	77.13	554,616	100.00	3,724*	0.67						
P Computer Science	Male	462*	0.38	5,065	4.14	6,218*	5.08	3,544	2.90	51,313	41.93	66,602	54.42	700*	0.57						
	Female	830	0.68	2,981	2.44	6,873*	5.62	5,184*	4.24	39,920	32.62	55,788	45.58	492*	0.40						
	Total	1,292	1.06	8,046	6.57	13,091*	10.70	8,728*	7.13	91,233	74.54	122,390	100.00	1,192*	0.97						

* Use these numbers with caution due to large statistical uncertainty in the estimate.

□ Percent values use data item's "grand" Total as dividend.

□ Mild, Moderate, and Severe Mental Retardation not included in this Report because they were not edited.

□ Numbers may not add to Total or 100% due to rounding or reporting errors.

** Limited-English proficient.

REVISED July 22, 1997

Department of Education, Office For Civil Rights
1994 Elementary and Secondary School Civil Rights Compliance Report
Projected Values for the State of Illinois

Items		American Indian		Asian/Pacific Islander		Hispanic		Black		White		Total		Disabled		LEP**		Full-Time		Part-Time	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Membership	Male	1,247	0.07	28,535	1.52	104,716	5.58	216,654	11.55	608,888	32.46	960,040	51.18								
	Female	1,217	0.06	26,583	1.42	100,061	5.33	212,803	11.34	575,155	30.66	915,819	48.82								
	Total	2,464	0.13	55,118	2.94	204,777	10.92	429,457	22.89	1,184,043	63.12	1,875,859	100.00	221,503	11.81						
Corporal Punishment	Male	0	0.00	0	0.00	0	0.00	58*	75.32	0	0.00	58*	75.32	0	0.00						
	Female	0	0.00	0	0.00	0	0.00	19*	24.68	0	0.00	19*	24.68	0	0.00						
	Total	0	0.00	0	0.00	0	0.00	77*	100.00	0	0.00	77*	100.00	0	0.00						
Suspension	Male	275*	0.19	961	0.68	11,787	8.32	43,504	30.70	44,811	31.62	101,338	71.52	9,453	6.67						
	Female	93*	0.07	185	0.13	4,409	3.11	20,954	14.79	14,716	10.39	40,357	28.48	2,155	1.52						
	Total	368*	0.26	1,146	0.81	16,196	11.43	64,458	45.49	59,527	42.01	141,695	100.00	11,608	8.19						
Mild Retardation	Male	16*	0.07	152	0.64	650	2.74	4,434*	18.72	9,044	38.18	14,296	60.35			81	0.34	10,358	43.73	3,938	16.62
	Female	5*	0.02	101*	0.43	435	1.84	2,697*	11.39	6,154	25.98	9,392	39.65			60*	0.25	7,148	30.18	2,244	9.47
	Total	21*	0.09	253*	1.07	1,085	4.58	7,131*	30.10	15,198	64.16	23,688	100.00			141*	0.60	17,506	73.90	6,182	26.10
Severe Emotional Disturbance	Male	17*	0.11	101*	0.66	541	3.55	3,257	21.35	8,258	54.13	12,174	79.79			38*	0.25	7,730	50.67	4,444	29.13
	Female	1	0.01	5*	0.03	182	1.19	845	5.54	2,050	13.44	3,083	20.21			12*	0.08	1,898	12.44	1,185	7.77
	Total	18*	0.12	106*	0.69	723	4.74	4,102	26.89	10,308	67.56	15,257	100.00			50*	0.33	9,628	63.11	5,629	36.89
Specific Learning Disability	Male	55*	0.06	437	0.48	3,400	3.75	9,579	10.56	47,659	52.55	61,130	67.41			494	0.54	17,137	18.90	43,993	48.51
	Female	22*	0.02	262	0.29	1,774	1.96	4,467	4.93	23,033	25.40	29,558	32.59			263	0.29	7,694	8.48	21,864	24.11
	Total	77*	0.08	699	0.77	5,174	5.71	14,046	15.49	70,692	77.95	90,688	100.00			757	0.83	24,831	27.38	65,857	72.62
Diploma	Male	103*	0.07	2,585	1.66	4,965	3.19	10,862	6.98	57,574	36.98	76,089	48.87								
	Female	94*	0.06	2,398	1.54	5,748	3.69	13,929	8.95	57,436	36.89	79,605	51.13								
	Total	197*	0.13	4,983	3.20	10,713	6.88	24,791	15.92	115,010	73.87	155,694	100.00	8,067	5.18						
Certificate of Attendance	Male	0	0.00	23*	3.11	50*	6.76	75*	10.14	254*	34.32	402	54.32								
	Female	0	0.00	32*	4.32	9*	1.22	69*	9.32	228*	30.81	338	45.68								
	Total	0	0.00	55*	7.43	59*	7.97	144*	19.46	482*	65.14	740*	100.00	318*	42.97						
Need of LEP	Male	17*	0.02	5,769	6.81	32,156	37.97	281	0.33	5,985	7.07	44,208	52.20	2,176	2.57						
	Female	19*	0.02	4,652	5.50	30,417	35.92	236	0.28	5,146	6.08	40,480	47.80	1,329	1.57						
	Total	36*	0.04	10,421	12.32	62,573	73.89	517	0.61	11,131	13.14	84,688	100.00	3,505	4.14						
Enrolled in LEP	Male	14*	0.02	5,518	6.78	30,946	38.02	258	0.32	5,692	6.99	42,428	52.12	2,147	2.64						
	Female	19*	0.02	4,489	5.51	29,317	36.01	214	0.26	4,916	6.06	38,975	47.88	1,315	1.62						
	Total	33*	0.04	10,007	12.29	60,263	74.03	472	0.58	10,608	13.06	81,403	100.00	3,462	4.25						
Gifted and Talented	Male	39	0.03	3,349	2.57	2,109	1.62	7,460	5.73	49,286	37.89	62,243	47.85	1,106	0.85	209	0.16				
	Female	73*	0.06	3,242	2.49	2,223	1.71	9,936*	7.64	52,376	40.26	67,850	52.15	603	0.46	78*	0.06				
	Total	112	0.09	6,591	5.07	4,332	3.33	17,396*	13.37	101,662	78.15	130,093	100.00	1,709	1.31	287	0.22				
Mathematics	Male	1	0.00	3,501	8.68	1,813	4.49	2,236	5.54	12,247	30.36	19,798	49.08	141*	0.35						
	Female	0	0.00	3,699	9.17	2,445	6.06	3,636	9.01	10,764	26.68	20,544	50.92	82*	0.20						
	Total	1	0.00	7,200	17.85	4,258	10.55	5,872	14.56	23,011	57.04	40,342	100.00	223*	0.55						
Science	Male	18*	0.04	5,108	10.16	2,011	4.00	5,498*	10.93	17,614*	35.02	30,249	60.15	269*	0.53						
	Female	12*	0.02	1,490*	2.96	254*	0.51	3,783*	7.52	14,505*	28.84	20,044*	39.85	141*	0.28						
	Total	30*	0.06	6,598	13.12	2,265	4.50	9,281*	18.45	32,119*	63.86	50,293	100.00	410*	0.82						
Computer Science	Male	0	0.00	239*	1.62	127*	0.86	795*	5.38	5,980*	40.49	7,141*	48.35	62*	0.42						
	Female	15*	0.10	437	2.96	414	2.80	1,679*	11.37	5,084*	34.42	7,629*	51.65	76*	0.51						
	Total	15*	0.10	676	4.58	541	3.66	2,474*	16.75	11,064*	74.91	14,770*	100.00	138*	0.93						

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□ Numbers may not add to Total or 100% due to rounding or reporting errors.

** Limited-English proficient.

REVISED July 22, 1997

**Reported Data from Decatur, Illinois District to 1998 Elementary & Secondary School Civil Rights
Compliance Report, Office for Civil Rights, U.S. Department of Education**

Total Enrollment for 1998-1999 School Year

School	Am Ind Alas Nat	Asian/Pacific Islander	Hispanic	Black	White	Total
Eisenhower HS	5	6	3 .28%	287 27%	741 71%	1042
S Decatur HS	0	4	2 .55%	234 33%	478 66%	718
Macarthur HS	2	4	9 .85%	372 35%	676 64%	1,063
All High Schools	7	14	14 .49%	893 32%	1,895 67%	2,823

Suspended Data Reported for 1997-1998 School Year from 1998 E&S Compliance Report

School	Total Students Enrolled	Tot Minority Students Susp	Total Black Students Susp	Tot White Students Susp	Total Students Suspended 97-98
Eisenhower HS	1,042	90 45%	87 44%	110 55%	200
S Decatur HS	718	129 52%	129 52%	118 48%	247
Macarthur HS	1,063	269 58%	263 57%	194 42%	463
All high schools	2,823	488 54%	479 53%	422 46%	910

Expulsion Data Reported for 1997-1998 School Year from 1998 E&S Compliance Report

School	Tot Students Enrolled	Tot Minority Students Exp	Total Black Students Exp	Tot White Students Exp	Total Students Expelled 97-98
Eisenhower HS	1042	5 56%	5 56%	4 44%	9
S Decatur HS	718	0 0%	0 0%	0 0%	0
Macarthur HS	1,063	3 100%	3 100%	0 0%	3
All High Schools	2,823	8 67%	8 67%	4 0%	12

Notes: Percentages relate to number of students in category related to total students.

· Draft presentation
· Numbers final

Projected Values for The Nation for Out-Of School Suspensions for the 1996-1997 School Year, by Race and Ethnicity
Source: 1997 Elementary & Secondary School Civil Rights Compliance Report, Office for Civil Rights, U.S. Department of Education

Category	American Indian Alaskan Native	Asian/Pacific Islander	Hispanic	Black (non Hispanic)	White (non Hispanic)	Total
Student Enrollment	521,292	1,811,691	6,506,399	7,721,274	28,990,899	45,550,555
	1.14%	3.98%	14.28%	16.95%	63.65%	100%
Out-of-School Suspensions ¹	37,055	58,107	424,200	997,596	1,596,558	3,113,515
	1.19%	1.87%	13.62%	32.04%	51.28%	100%

¹These national projected values are calculated based on self-reported compliance report data from 5,781 school districts that were included in the 1997 Elementary and Secondary School Civil Rights Compliance Report. The definition of "suspended" for the 1997 Compliance Report was "the number of students suspended from school for at least one day during the previous (1996-1997) school year." Schools were instructed to count students only once regardless of the number of times suspended.

19

Fg V.S. AS A. W.HOLE
(% of 707 / % of 50751ms)

BLACK

WHITE

1993-94

16.85/33.38

65.68/50.31

1996-97

16.95/32.04

63.65/51.28

456-5581

Andy -

Here's the main gist of the 1997-1998 data:

African-Americans comprise 32% of all students suspended, and 16 % of the total student population.

Whites comprise 51% of all students suspended, and 63% of the total student population.

The ratio of suspension rates to total student population for Hispanics, Asian-Americans and Native Americans is roughly proportionate.

I'll send the actual data as soon as I get it.

Erica

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NEWS ADVISORY

For Immediate Release

Contact: Stephanie A. Gadlin
773-256-2758

Jackson to conduct news conference on national educational issues at 2 p.m. press briefing, Friday

(CHICAGO, ILL., DECEMBER 9, 1999) --The Reverend Jesse L. Jackson, president of the Rainbow/PUSH Coalition, will conduct a 2:00 p.m. news conference on Friday, December 10, 1999 at the South Side headquarters of his national civil rights organization at 930 E. 50th Street. He will discuss a plethora of issues, including his recent meeting with U.S. Education Secretary Richard Riley on zero tolerance policies, and coalition efforts to change the way the Kid Care health program is administered in Chicago.

Members of the Illinois Legislative Black Caucus will join the human rights leader. A representative from Riley's office has also been invited. Rev. Jackson will challenge Gov. George Ryan to modify the current Kid Care applications being circulated in Illinois. Child welfare and health advocates contend that the forms, circulated via the Chicago Public School, are too cumbersome and confusing for parents to understand. More than 157,000 Chicago children remain eligible for the program, which provides medical, vision and dental services at no cost to the families.

Rev. Jackson will also discuss the following issues:

1. **Decatur School Expulsion Case:** Jackson and others are scheduled to appear in Macon County Court this month on charges of mob action, contributing to a delinquency of a minor and solicitation to commit a crime; On December 27-29, he will be in Champaign, IL to follow-up on and a federal lawsuit filed by the families of the six students expelled from the school.
2. **Rainbow/PUSH Coalition Appointments:** Rev. Jackson is expected to make a number of announcements regarding the organizational structure. Expect him to name the Rev. James Moeks, pastor of Salem Baptist Church, to a significant post. Other announcements anticipated.
3. **Wall Street Project Conference:** On January 12-14, 2000 the Rainbow/PUSH Coalition will convene its 3rd Annual Wall Street Conference, *Building Bridges to Expand the Marketplace*, at the New York Sheraton Hotel. More than 1,000 business and financial heavy hitters are expected to participate.
4. **King Murder Conspiracy:** Jackson will entertain questions regarding the recent Memphis jury ruling that a lone assassin did not kill Dr. Martin Luther King Jr., and that his murder was part of a complicated conspiracy. The Rainbow/PUSH leader was talking to Dr. King when he was shot on April 4, 1968 while standing on a hotel balcony.

For more information please contact Stephanie Gadlin at 773-356-2758 or Macey Morales at 773-256-2748.

-30-

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