

National School Safety Center

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U.S.A.

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The National School Safety Center (NSSC) was created by presidential directive in 1984. The Center represents a partnership of the U.S. Departments of Justice and the U.S. Department of Education and Pepperdine University. The Center's national headquarters are in Westlake Village, California.

NSSC's mandate is to focus national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts to rid schools of crime, violence and drugs, and on programs to improve student discipline, attendance, achievement and school climate. NSSC provides technical assistance, offers legal and legislative aid, and produces publications and films. The Center also serves as a clearinghouse for current information on school safety issues.

Communications

NSSC's communications section conducts a comprehensive national public relations program that includes producing public service announcements, films, publications, resource papers, articles, conferences and other promotional activities. NSSC's *School Safety News Service* is published nine times annually. Considered America's leading school crime prevention newsjournal, it features topical articles by prominent authors and communicates trends and exemplary programs for delinquency prevention and school safety.

These materials promote NSSC's underlying theme: the need for partnerships between schools and other public and private institutions and the community. Special projects include America's Safe Schools Week and the Drug-Free Schools campaign.

Public information/clearinghouse

NSSC maintains a resource center with more than 50,000 articles, publications and films. The topics of victim's rights, school security, student discipline, bullying, character development, law-related education, drug trafficking and abuse, school/law enforcement partnerships, public/community relations and attendance issues are included in the Center's resources. Current information is available for research and school safety programs, and Center publications and reprints of other materials are available upon request.

Field services

The NSSC field services section coordinates a national network of education, law enforcement, business, legal and other civic and professional leaders who are working cooperatively to create and maintain safe schools. The field services section provides on-site training and technical assistance programs worldwide.

Legal and legislative assistance

Center staff provides legal assistance and information on school safety, delinquency prevention, criminal law, and rules and procedures in federal, state and local jurisdictions. NSSC also actively participates in the legal process through submission of amicus curiae briefs in selected cases involving school safety issues.

Model school safety codes have been developed to help state officials and legislators respond to critical legal, constitutional and educational issues.

SCHOOL CRIME AND VIOLENCE STATISTICAL REVIEW

**National School Safety Center
Pepperdine University
Malibu, CA 90263
805/373-8977**

The National School Safety Center is a partnership of the U.S. Department of Justice, the U. S. Department of Education and Pepperdine University.

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**Ronald D. Stephens, Executive Director
G. Ellis Butterfield, Deputy Director
June Lane Arnette, Project Editor**

Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Departments of Justice or Education, or Pepperdine University.

August 1993

Notable School Crime and Violence Statistics

1993: Metropolitan Life Insurance Company

The Metropolitan Life Survey of The American Teacher 1993

Contact Information: Louis Harris and Associates, Inc.
630 Fifth Avenue
New York, NY 10111
(212) 688-9600

This survey is based on interviews with a nationally representative sample of 1,000 teachers conducted from January 25 through February 8, 1993.

- 74% of teachers think the federal government, working with state and local governments, must support drug education and prevention programs as one its highest priorities in education.
- 63% of teachers think government should support drug intervention and treatment programs as one of its highest priorities.
- For both proposals relating to the drug problem, support is high among all groups of teachers, regardless of the level or location of school or the ethnicity or income of their students.
- 60 % of teachers think the federal government should consider putting more police officers on the streets in high-crime areas where schools are located.
- A majority of 54% of teachers think the government should hire more security personnel at violence-ridden schools.
- 66% of teachers think that parents should be penalized through fines or some other mechanism is they allow their child to be chronically truant.
- A majority of teachers (54%) say their highest priority in public education policy in the next few years should be strengthening parents' roles in their children's education.

1993: The Harvard School of Public Health and the Joyce Foundation, Chicago, Illinois

A Survey of Experiences, Perceptions, and Apprehensions about Guns Among Young People in America

Contact Information: The Joyce Foundation
312/782-2454

LH Research
1270 Avenue of the Americas
New York, NY

Between April 19 and May 21, 1993, 2506 students were surveyed in 96 public and private elementary, middle and senior high schools (sixth through twelfth grade).

- 15% say they have carried a handgun on their person in the past 30 days, and 4% say they have taken a handgun to school this past year.
- 9% say they have shot a gun at someone else.
- 11% say they have been shot at by someone with a gun during the past year.
- 22% say they would feel "safer" having a handgun on their person if they were going to be in a physical fight.
- 39% know someone personally who has either been killed or injured from gun fire.
- 59% say they could get a handgun, "if I wanted one." Two in three who know where to get a handgun say they could get one within a 24-hour period.

1993: Center to Prevent Handgun Violence

Kids Carrying Guns: Loopholes in State and Federal Firearms Laws

Contact Information: Dennis Henigan

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Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1100
Washington, D.C. 20005
202/289-7319

The Legal Action Project of the Center to Prevent Handgun Violence conducted a survey of state laws to determine if the states of Arizona, Kansas and Colorado were unique in permitting open possession of guns by minors. The study concentrated on handguns because of the high use in crime and their popular appeal to juveniles. Major findings include:

- Although many states limit the carrying of concealed weapons, the majority of states fail to ban the open possession of handguns by all persons under 21.
- Only 13 states and the District of Columbia directly prohibit all minor under 21 from openly carrying handguns.
- 15 states prohibit the open possession of handguns by those 17 and under, but permit open carrying by 18 to 20-year-olds even though the murder arrest rate for 18 and 19-year-olds is higher than for any other age group.
- The remaining 22 states permit the open carrying of handguns by some or all persons under 18.
- There is no federal prohibition on open carrying or possession of handguns by minors.

1993: "Washington State Survey of Adolescent Health Behaviors, 1988-1992"

Contact Information: Marilyn Jones 206/684-9219
Office of Superintendent of Public Instruction
Old Capitol Building, PO Box 47200
Olympia, WA 98504

Kathleen White 206/753-3237
Washington State Department of Health

The results of the statewide survey are based on the responses from 15,463 students in grades six, eight, ten and twelve in 144 urban and rural schools. The WSSAHB combines items from two previous surveys: The Survey of Substance Abuse Among Public School Students in Washington (1988 and 1990) and the Youth Risk Behavior Survey of the National Centers for Disease Control.

- 25% of the students had carried a weapon during the past month for self-protection or because they thought they might need it in a fight.
- 25% of the students had ever carried a weapon to school.
- 16% of the sixth-graders, 19% of the eighth-graders, 16% of the tenth-graders and 13% of the twelfth-graders reported that they recently had been in a fight that resulted in injured that had to be treated by a doctor or nurse.
- More than 11% of the students can be considered heavy drinkers.
- More than 4% of the students can be considered heavy drug users.
- Moderate to high use of alcohol has declined in all grades since 1988.
- Regular use of alcohol has declined in all grades since 1990.
- 10% of eighth- and twelfth-graders, and 13% of tenth-graders had made a suicide attempt.

1992: *The Executive Educator* and Xavier University
"The violence at your door"

Contact Information: *The Executive Educator*
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

The Executive Educator's exclusive national survey was conducted by a research team from Xavier University, Cincinnati, Ohio. The study, which analyzed responses from 1,216 school executives, reveals their perceptions of violence in their own districts, in neighboring communities and in the nation at large. Administrators reported:

- Although the increase in violent acts in schools is widespread, it is generally considered highest in the Southeast.

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- Low-achieving students are the most likely perpetrators of school violence.
- A lack of parental involvement contributes strongly to school violence.
- As these educators report, school violence has increased to a much greater degree in the nation as a whole than it has in their own districts. 97% of the respondents think school violence has increase across the nation in the last five years. Nearly two-thirds say school violence in neighboring districts has increased, and only about 40% think violence has increased in their own districts in the last 5 years.
- School administrators report that the number of acts of violence committed by students has grown.
- Respondents predicted an increase in school violence during the next 2 years.

1992: Commonwealth of Virginia
 "1992 Youth Risk Behavior Survey Report" and
 "Report on Acts of Violence and Substance Abuse"
 Contact Information: Virginia Department of Education
 P.O. Box 6-Q
 Richmond, VA 23216
 804/225-2928

The 1992 Youth Risk Behavior Survey was conducted among 1,640 students in grades 9 through 12 during the spring of 1992 to ascertain the prevalence of health-risk behaviors among Virginia's high school-aged students.

- 39.3% of all male students surveyed carried weapons in the past month.
- 49.4% of ninth- and tenth-grade males and 41.5% of the eleventh- and twelfth-grade males reported being in at least one physical fight in the past 12 months.
- 39.1% of the eleventh- and twelfth-grade males reported having had a drink on at least three days in the past 30 days; 24.6% of the females in the same grades reported this same behavior.
- An average of 14.1% of students surveyed indicated that they had five or more drinks in a row on three or more days during the past 30 days.

The Virginia Department of Education assembled an interdisciplinary team to develop and distribute a survey document on acts of violence and substance abuse in Virginia's schools. The 1991-92 academic year was the first year this data was collected by the Department.

- Incidents of weapons possession, illicit drug possession tobacco possession and referrals for substance abuse programs peak during the middle school years.
- Total incidents of weapons possessions is nearly equal the total incidents of alcohol and illicit drug possession combined.
- Fights between students are the most frequently occurring incidents of violence.

1992: National Institute on Drug Abuse
 University of Michigan Institute for Social Research
 "National High School Senior Survey - Monitoring the Future"
 Contact Information: National Institute on Drug Abuse - 301/4436245
 Institute for Social Research, University of Michigan - 313/763-5043
 National Clearinghouse for Alcohol and Drug Information - 800/729-6688

Approximately 2,400 seniors in approximately 130 public and private high schools throughout the U.S. except Hawaii and Alaska were polled for this survey, the 16th in an annual series begun in 1975.

- The proportion of high school seniors who said they had used drugs within the last year dropped to 35.4%, the lowest figure since the surveys began (29%).
- Current use of cocaine by high school seniors decreased from 2.6% in 1989 to 1.4 %.
- Annual prevalence for crack has fallen about 80% since 1986. Lifetime prevalence rates are down significantly to 3.16% in 1991. The figures for 30-day prevalence are 1.3% in 1987, 1.6% in 1988, and 0.7% in 1991.
- 19% of high school seniors are daily smokers.
- 64% of high school seniors had used alcoholic beverages in the last month.

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1990-91: State of Vermont**"Vermont Schools, Foundation for Prevention: Student Perspectives on Drug and Alcohol Abuse, 1990-91 Academic Year"**

Contact Information: State of Vermont
Office of Alcohol and Drug Abuse Programs

This report is a profile of Vermont students, based on information gathered in February 1991, in a student survey using the Primary Prevention Awareness, Attitude and Usage Scales. The survey was funded by the Vermont Agency of Human Services, Office of Alcohol and Drug Abuse programs. 3,972 eighth-, tenth- and twelfth-grade students completed the questionnaire.

- 56% of seniors drink alcohol at least once a month; 26% drink at least once a week.
- 39% of tenth-graders and 21% of eighth-graders drink monthly or more often.
- 8% of students report skipping school without an excuse.
- 9% of students report being sent from the classroom at least once a month.
- 5% report stealing at least once a month.
- 4% report vandalizing school property at least once a month.
- 22% of the eighth-graders and 14% of the tenth- and twelfth-graders think that their decisions about using substances are positively influenced by school policy.
- An average of 85% of students who use tobacco, alcohol and other drugs use them at parties, 83% use them at a friend's home, and 53% use them at hang-outs.
- 88% of the students who use tobacco, alcohol and other drugs obtain substances from friends, 54% purchase them at stores, and 56% obtain them from adults.

1991: Bureau of Justice Statistics**"School Crime: A National Crime Victimization Survey Report"**

Contact Information: Bureau of Justice Statistics
Office of Justice Programs
U.S. Department of Justice
202/307-0784

Based on a nationally representative sample of more than 10,000 young people who were interviewed from January through June 1989 who had attended public or private school during any time during the 6 months preceding the survey. Responses refer to the 6-month time period prior to the survey.

- More than 400,000 students 12 to 19 years old were estimated to have been victims of violent crimes at school.
- 7% of all students were property crime victims, and 2% were victims of violent crime — primarily simple assaults.
- An estimated 430,000 students (2% of all students) had at least once taken something to school to protect themselves from attack or harm. This includes guns, knives, brass knuckles, razor blades, spiked jewelry and other objects capable of hurting an assailant.
- 15% of the students reported there were gangs in their schools.
- 16% said that a student had attacked or threatened a school teacher.
- 31% of the students said alcohol could be easily obtained at or near their school; 47% said it was hard or impossible to get it there.
- 30% said marijuana was easy to obtain; 43% said it was hard or impossible to get.
- 11% said cocaine was easy to obtain; 9% said crack was easy to obtain.
- 6% reported that they avoided places in or around the school property because they thought someone might attack or harm them.
- Among the students who said gangs were or might be found in their schools, 37% said gang members never fought at school, 19% said there were gang fights once or twice a year and 12% said there were gang fights at least once a week.

1991: Bureau of Justice Statistics**"Teenage Victims: A National Crime Victimization Survey Report"**

Contact Information: Bureau of Justice Statistics

National School Safety Center (5) Statistical Review

Office of Justice Programs
U.S. Department of Justice
202/307-0784

This report presents information on crimes of violence and theft collected by the National Crime Survey (NCS) for 1985 to 1988. The NCS obtains information about crimes, including those not reported to the police, from individuals age 12 or older in a nationally representative sample of households.

- From 1985 to 1988, persons age 12 to 19 were victims of 1.9 million crimes of theft annually. Teenagers were much more likely than adults to be victims of crimes of violence. On average, every 1,000 teenagers experienced 67 violent crimes each year, compared to 26 for every 1,000 adults age 20 or older.
- About one-half of all violent crimes and 63% of crimes of theft against teens age 12 to 19 took place on the street, in a school building or on school property. Street crimes were 3 times more likely than crimes in school buildings to have been committed by an offender with a weapon (37% versus 12%).
- Adolescents age 12 to 15 were about twice as likely as older teens to experience crimes in a school building or on school property. About 37% of violent crimes and 81% of crimes of theft against younger teenagers occurred at school, compared with 17% of the violent crimes and 39% of the crimes of theft against older teens.
- Police reporting rates for violent crimes against teenagers were much higher for incidents that occurred on the street than for those at school. About 37% of violent crimes that occurred on the street were reported to the police, compared with 9% of violent crimes that took place in school buildings and 22% of those on school property.
- Many crimes taking place in school may not have been reported to the police because school officials had been notified and had resolved the incidents. 37% of the violent crimes in school buildings and 32% of those on school property, the police were not called primarily because the crime was reported to someone else, compared to 5% of street violent crimes.

1991: Illinois Criminal Justice Information Authority
"Trends and Issues 91"

Contact Information: Illinois Criminal Justice Information Authority
120 South Riverdale Plaza
Chicago, IL 60606
312/793-8550

Survey asked almost 2,700 students and 1,300 teachers in 31 public high schools across Illinois about crime and victimization levels in their schools and communities in the 1989-90 school year.

- 1 in 12 public high school students in Illinois reported being the victim of a physical attack in school or on the way to or from school. Almost twice that many has escaped an attempted assault. Most of these assaults were not serious and weapons were rarely used. However, 8% of victims did report being cut and 4% reported being shot.
- 1 in 12 Illinois students sometimes stayed home from school from fear that someone would hurt or bother them.
- 44% of the students and one-fourth of the teachers surveyed indicated that their school was either less safe than or as unsafe as the neighborhood it was in.
- Students were found to be at greater risk for assault, robbery and theft in the school itself than in the adjacent neighborhood while going to and from school.
- Suburban students reported higher theft and assault rates than did students from large Illinois cities.
- Theft was the most common crime reported in the survey, with 22% of the students and 28.5% of the teachers being victimized during the 1989-90 school year.
- Almost one-third of the students said they had brought a weapon to school for self-protection at some times during their high school career. 5.9% said they had brought a gun to school.
- One in 11 teachers reported that a student had threatened to hurt them during the past month. More than half, 52.9%, reported that a student had directed an obscenity at them, and one-third, 32.4%, reported that a student had made an obscene gesture at them.
- School crimes against both students and teachers are often not reported to any authorities. Nearly one-third of student robberies, one-quarter of thefts and 40% of assaults were not reported. Among teachers, 16% of robberies, 40% of thefts and 25% of assaults were not reported.

1991: Gallup Organization and Phi Delta Kappan**"23rd Annual Gallup Poll of the Public's Attitude toward the Public Schools"**

Contact Information: Gallup Organization - 800/924-9600

Phi Delta Kappan - 812/339-1156

Survey polled 1,500 adults (those over the age of 18) during May 1991.

- For the second year in a row, highest priority was assigned by the respondents to the sixth national goal for education: making sure that, by the year 2000, every school is free of drugs and violence and offers a disciplined environment conducive to learning.
- For the first time, drug use, lack of discipline and lack of school funding are virtually tied as the most frequently mentioned problem with which the local public schools must deal. This reflects a precipitous drop in the percentage mentioning drug use (from a high point of 38% in 1990 to 22% this year).
- In the past 23 Gallup polls, lack of discipline was cited as one of the top problems facing public schools, and as the No. 1 problem for 16 of the 23 polls.

1990: Texas A&M University**"Rural Communities Near Large Metropolitan Areas: Safe Havens from Adolescent Violence?"**

Contact Information: Paul M. Kingery

Texas A&M University

College Station, TX 77843

409/845-1756

Participants in the study were 1,004 eighth- and tenth-graders from 23 small Central Texas communities.

- More than one-half of the boys (53.2%) and one-fifth (20.5%) of girls reported having been in at least 1 physical fight involving weapons during the previous year. One-fifth of boys and 6.4% of girls said they had been in 3 fights.
- One-fourth of the students said they had carried a weapon at school in the past year.
- Slightly more than 6% of the boys said they had carried a handgun and 1.6 % said they had carried one nearly everyday.
- 42.3% of the students said they could get a handgun if they wanted to.
- While at school or on a school bus during the previous year, 34.1% of students reported having been threatened with bodily harm thought not actually hurt, 15.2% claimed that they had something taken from them by force or threat of bodily harm, 14.1% said they had been physically attacked and 6.8% admitted that someone tried to force them to have sex when they did not want to.
- More than half of the surveyed students said they had not received instruction in school on ways to avoid fighting and violence.
- Students in the survey believe they should fight if someone hits them (78.6%), hurts someone they care about (74.2%), insults their family (68.6%) or breaks something they own on purpose (53.1%).
- More than 20% felt that threatening to use a weapon would help prevent fights. Nearly 17% thought "acting tough" would deter altercations.

1990: Center to Prevent Handgun Violence**"Caught in the Crossfire: A Report on Gun Violence in Our Nation's Schools"**

Contact Information: Center to Prevent Handgun Violence

1225 Eye Street, NW, Suite 1100

Washington, D.C., 20005

202/269-7319

The information from the report was abstracted from more than 2,500 school violence-related news stories recorded in newspapers across the nation during the four year period between September 1986 and September 1990.

- At least 71 people — 65 students and 6 school employees— have been killed with guns at school; another 201 were severely wounded; and 242 individuals were held hostage at gunpoint.
- Shootings or hostage situations in schools have occurred in at least 35 states and the District of Columbia.

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- Males are most frequently the offenders (93%) as well as the victims (76%).
- Schoolchildren ages 14-17 are most at risk of gun violence at school.
- Gun violence in schools occurs most often in hallways (25%) and in classrooms (19%).
- Gang or drug disputes were the leading cause of school gun violence (18%). Long-standing arguments (15%), romantic disagreements (12%), fights over material possessions (10%) and accidents (13%) are also common.

1990: Youth Risk Behavior Surveillance System
"Youth Risk Behavior Survey"

Contact Information: Morbidity and Mortality Weekly Report
Mailstop C-08
Centers for Disease Control
Atlanta, GA 30333
404/332-4555

The 1990 national school-based survey is a component of the Youth Risk Behavior Surveillance System, which periodically measures the prevalence of priority health-risk behaviors among youth through comparable national, state and local surveys. The survey polled a representative sample of 11,631 students in grades 9 - 12 in the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands.

- Nearly 20% of all students in grades 9 - 12 reported they had carried a weapon at least once during the 30 days preceding the survey (not necessarily to school).
- Male students (31.5 %) were significantly more likely than female students (8.1%) to report having carried a weapon.
- Hispanic (41.1%) and black (39.4%) male students were significantly more likely to report having carried a weapon than were white (28.6%) male students.
- Of the students who reported having carried weapons during the 30 days preceding the survey, 25% said they did so only once; 32.2% said 2 or 3 times; 7.4% said 4 or 5 times; and 35.5% said 6 or more times.
- Nearly 8 % of all students in grades 9 -12 reported that, during the 30 days preceding the survey, they had been in at least on physical fight that resulted in an injury requiring treatment by a doctor or nurse. Of these students, 53.3% said they had fought 1 time; 27.8%, 2 or 3 times; 10.1%, 4 or 5 times; and 10.1%, 6 or more times.
- Male students (12.2%) were significantly more likely than female students (3.6%) to report having been in a fight.

1989: Gallup Organization
Phi Delta Kappa

"The Second Gallup/Phi Delta Kappa Poll of Teachers' Attitudes toward the Public School."

Contact Information: Gallup Organization - 609/924-9600
Phi Delta Kappa - 812/339-1156

Findings from this survey are based on mail interviews with a representative sample of 2,000 teachers in all 50 states and the District of Columbia.

- A majority of teachers (56%) would like to have the right to paddle misbehaving youngsters, despite outright bans on corporal punishment in many states and school districts.
- 34% mentioned lack of parental interest and support as the biggest obstacle to improving public education.
- One out of 4 teachers (40%) view student discipline as either a very serious or a fairly serious problem.
- 57% of the teacher respondents said drug use among students is either a very serious or fairly serious problem in the public schools in their communities.
- 43% indicated that student discipline problems are one of the main reasons for teachers leaving the profession.

1989: U.S. House of Representatives
Select Committee on Children, Youth and Families
"Down These Mean Streets: Violence By and Against America's Children"

Contact Information: Select Committee on Children, Youth and Families
 365 House Office Building Annex 2
 Washington, D.C. 20515
 202/226-7692

- Between 1985 and 1986, the U.S. homicide rate increased 17% for 15-24 year olds and 8% for the general population. There were 21,371 homicide victims in 1986, 6,651 of whom were under age 25. (National Center for Health Statistics [NCHS], 1988).
- Homicide is the second leading cause of death for 15-24 year olds in the U.S., claiming 5,532 lives in this age range in 1985. Only motor vehicle accidents claimed more lives. It is the fourth leading cause of death for 1-4 and 5-14 year olds. (NCHS, 1988)
- For black 15- to 24-year-olds, homicide is the leading cause of death, claiming 2,644 victims in 1986, or nearly 50 per 100,000 in this population. It is the second and third leading cause of death for black 1- to 4-year-olds and black 5- to 14-year-olds. (NCHS, 1988)
- Three-quarters of homicide victims are male; 82% of homicides are committed by males (NCHS, 1988; Unified Crime Reports, Federal Bureau of Investigation [UCR], 1988)
- 60% of homicides occur between members of the same race. (Centers for Disease Control [CDC], 1986)
- Compared with 13 industrialized nations studied, the United States had the second highest homicide rate for males aged 0-24 years, and the highest rate for females in the same age range. Only Mexico had a higher homicide rate among males. The U.S. rate for 15- to 24-year-old males was more than 5 times higher than the rates in Japan, Norway, and the United Kingdom. (Census, 1988, unpublished)
- Suicide is the third leading cause of death among youth ages 15-24, claiming 5,120 youths' lives in 1986. Between 1970 and 1980, the suicide rate among 15- to 24-year-olds increased 40%, while the rate for the remainder of the population remained stable. (CDC, 1988).
- From 1982 through 1984, teenagers ages 12-19 were the victims of 1.8 million violent crimes annually, twice the rate of the adult population over age 20. (Bureau of Justice Statistics [BJS], 1986)
- Of all age groups, teens ages 16 to 19 have the highest victimization rate for violent crimes (excluding homicide). Teens ages 12 to 15 have the third highest rate. (BJS 1986)
- Among victims of violent crimes, older teens are more likely than the general population to be attacked by nonstrangers. (BJS, 1987)
- Violent crime, especially by juveniles, has been increasing since 1983. Between 1983 and 1987, the number of juveniles (under 18) arrested for murder increased 22.2% to 1495. Forcible-rape arrests increased 14.6% to 4,804; and aggravated-assault arrests increased 18.6% to 36,006. Over the same period, the number of juveniles arrested for robbery and burglary declined by 18.2% and 14.6% respectively (UCR, 1988)
- Between 1986 and 1987, the number of juveniles under age 15 arrested for murder increased 21.7% to 191; for rape 5.2% to 1,600; and for aggravated assault 4.4% to 10,767. (UCR, 1988)
- A study of young parolees found a 69% recidivism (rearrest) rate. The study found no relationship between recidivism and the length of time served in prison by parolees for their previous offenses. Recidivism rates were highest among parolees with the most previous arrests. (BJS, 1987)
- Four out of five juveniles confined in long-term, state-operated juvenile institutions report previously having been on probation; more than half report having been committed to a correctional institution in the past. (BJS, 1988)
- Only about 42% of juveniles and young adults in juvenile detention, correctional, and shelter facilities have completed more than 8 years of school, compared to 76% of the general population in this age group. Among those age 18-24 in these facilities, fewer than a tenth have graduated from high school, compared to 79% of this age group in the general population. (BJS, 1988)
- More than half of all juveniles and young adults in juvenile institutions reported that a family member had served time in jail or prison. A quarter of the residents reported that their fathers had been incarcerated at some time in the past. (BJS 1988)
- In a study of delinquents and nondelinquents, a history of abuse and/or family violence was the most significant variable in predicting membership in the delinquent group. Compared to their nondelinquent peers, delinquent adolescents were also more likely to suffer subtle forms of neurological impairment and severe psychiatric symptoms, and to have learning disabilities.
- Studies of juveniles sentenced to death in the U.S. indicate that these youth are multiply handicapped; they tend to have suffered serious head injuries, injuries to the central nervous system, multiple psychotic symptoms since early childhood, and physical and sexual abuse. (Lewis, et al, 1986; Lewis 1987)
- Delinquent juveniles, particularly institutionalized delinquent juveniles have significantly higher rates of child

abuse than the general youth population. Among institutionalized juvenile offenders, 26-55% have official histories of child abuse. (Austin, National Council on Crime and Delinquency, Testimony before the Select Committee on Children, Youth and Families, May 1984)

- Between 1982 and 1987, the national rate at which children are reported for abuse and neglect increased 69.2% from 20 to 34 children reported per 1000 U.S. children. Missouri, Nevada, South Dakota and California all had rates of more than 50 children reported per 1000 children in the population. (The American Humane Association 1989)
- Over 2.2 million child abuse reports were filed in 1988, up 3% from 1987, and 1,226 children were reported to have died from abuse or neglect in 1988, a 5% increase from the year before. Nonetheless, the majority of states made no increase in their child welfare budgets, forcing most states to cut back on child protection workers and services for victims. (National Committee for the Prevention of Child Abuse [NCPCA], 1989)
- Two-thirds of the states that responded to a recent national survey cited parental substance abuse as the dominant characteristic among their child abuse and neglect caseloads. (NCPCA, 1989)
- Between 1984 and 1985, the number of 15- to 24-year-olds killed by firearms in the U.S. increased more than 16% from 6,765 to 7,852. Among black males in this age range, firearm fatalities increased more than 20%. (NCHS, 1986)
- In 1987, 43.7% of homicide victims under the age of 18 were killed by firearms. (UCR, 1988)
- Firearms were used in most suicides of 10- to 14-year-olds and 15- to 24-year-olds. (Waller, et al, 1989, CDC, 1986)
- Overall drug usage, including cocaine and "crack" use, among high school seniors declined between 1987 and 1988, although 57% had tried an illicit drug at some time and over one-third had tried an illicit drug other than marijuana. (This survey does not include measures for the 15-20% of the age group who did not finish high school.) (Institute for Social Research, University of Michigan, 1989)
- An estimated 30% of arrested juveniles in the District of Columbia, 49% in Maricopa County (Phoenix), Arizona, 44% in San Diego, California (only males tested), and 35% in Tampa, Florida, test positive for illicit drug use. (District of Columbia Pretrial Services Agency [DCPSA], 1989; Treatment Assessment Screening Center, Phoenix, Arizona, 1989; U.S. Department of Justice, 1989)
- Cocaine use among arrested juveniles in the District of Columbia increased from a negligible number in 1984 to 23% in 1988. Between 1987 and 1988, overall illicit drug use has declined among juvenile arrestees, except for the youngest ages. Between 1987 and 1988, illicit drug use by 12-year-old arrestees increased from 6% to 14%, by 13-year-old arrestees from 9% to 21%, and by 14-year-old arrestees from 17% to 20%.

1989: American Federation of Teachers
Survey of Teacher Union Leaders on Teen-age Violence
Contact Information: American Federation of Teachers
202/879-4458

Survey was conducted during the summer 1989. Those polled include representatives of AFT's 50 largest union locals across America, the 43 presidents of state AFT units and AFT's national 38-member executive council.

- Top 5 causes of teen-age violence cited by teacher union leaders surveyed were drug trafficking (63%), ease of access to drugs (62%), ease of access to guns (66%), lack of parental supervision (63%), and lack of employment opportunities (49%).
- Of those surveyed, more than 80% felt that teen-age violence is a bigger problem today than it has been in the past. Only 17% felt that the size of the problem has not changed.
- The most disheartening results of the survey are concerned with the percentage of teachers and students who had been victims of teen violence. Over two-thirds (67%) of those surveyed said that members of their union had been victims of teen violence. Also, more than two-thirds (68%) said that students they had worked with had been victims of violence committed by teen-agers.
- Just under one-half of the respondents said they believe that metal detectors should be installed in public schools, but nearly all of them said schools should employ security guards.

1989: The George H. Gallup International Foundation
"Surveys of the Attitudes of American Adults and Teen-agers towards the Drug Crisis and Drug Policy"

National School Safety Center (10) Statistical Review

Contact Information: Gallup International Foundation
100 Palmer Square
Princeton, NJ 08542
609/924-7772

In the summer of 1989, Gallup surveyed 1,005 adults 18 years or older and 500 teenagers, ages 13 - 17, to determine how public opinion is shaping America's response to the drug crisis.

- One adult in four (27%) named drug abuse as the most important problem facing the nation.
- Teens increasingly have named drug abuse as the greatest problem facing their generation. 6 teens in 10 say it is their greatest problem. The No. 2 and 3 problems are peer pressure (often related to substance use) and alcohol abuse.

1988: Florida School Boards Association, Inc.
Florida Association of School Administrators
"Weapons/Firearms on School Property Survey"

Contact Information: 203 South Monroe Street
Tallahassee, FL 32301
904/224-1374

Florida Schools Boards Association surveyed of 68 Florida school districts regarding weapons confiscations/incidents on school property during the 1986-87 and 1987-88 school years.

- The weapon most frequently in a student's possession as compared to 5 other types of weapons was knife. (Other types include guns, chains, brass knuckles, billy clubs and pointed objects).
- Students' sources for obtaining weapons/firearms include the student's residence (85.7%); friend or relative residence (8.3%); stolen (1.6%); and various other sources (4.4%).
- The prevalent form of punishment by school officials for students involved in a confiscation/incident was suspension (4,326 cases). Expulsion (796 cases) and reprimand (1,018 cases) were 2 other forms used by school district officials.

1988: Louis Harris and Associates for Metropolitan Life Insurance
"Metropolitan Life Survey of the American Teacher"

Contact Information: Louis Harris and Associates, Inc.
630 Fifth Avenue
New York, NY 10111
(212) 698-9600

Survey polled 2,740 students in grades 4 - 12 and 1,208 teachers of grades K - 12 from 103 public schools.

- More than 1 out of 4 high school students (26%) say that they know at least 10 students involved in violent incidents.
- 45% of high school teachers say that students drinking alcohol is a very serious problem.
- 84% of high school students say they know 10 or more fellow students who drink alcohol; 48% of the high school students say that they know 10 or more fellow students who use drugs.
- Inner-city school teachers are most aware of the drug problem — 26% say that students using drugs is a very serious problem in their schools, compared to 16% of teachers in the nation's rural schools.
- According to students, alcohol use is higher in both SUBURBAN and RURAL areas than in URBAN areas.
- According to teachers, the number of students lacking basic skills and requiring constant discipline is greatest in junior high school.

1987: American School Health Association
Association for the Advancement of Health Education
Society for Public Health Education

National School Safety Center (11) Statistical Review

"National Adolescent Student Health Survey"

Contact Information: National Alliance for Health, Physical Education,
Recreation and Dance
Publication Sales
800/321-0799

Approximately 11,000 eighth- and tenth-graders from a nationally representative sample of more than 200 public and private schools in 20 states participated in the study during the fall 1987.

- One-half of the boys and 28% of the girls were in at least 1 fight during the past year.
- One-third reported someone threatened to hurt them, 14% were robbed and 13% reported being attacked while at school or in a school bus.
- 4 out of every 10 boys (41%) and 24 % of the girls reported they could obtain a handgun if they wanted one.
- 23% of the boys reported having carried a knife to school at least once during the past year; 7% said they carry a knife to school on a daily basis.
- 3% of the boys reported having carried a handgun to school at least once during the school year; 1% reported carrying a handgun on a daily basis.
- More than one-fourth of the students reported participating in 1 occasion of heavy drinking during the previous 2 weeks, one out of 10 smoked marijuana in the previous month and 1 out of every 15 adolescents have tried cocaine.

1987: Office of Educational Research and Improvement
"Public School Teacher Perspectives on School Discipline"

Contact Information: U.S. Department of Education
Office of Educational Research and Improvement
Center for Education Statistics
Fast Response Survey System
202/357-6761

Data reported in this survey were collected by means of a mail survey of 1,547 elementary and secondary school teachers between October of 1986 and January 1987.

- 44% of teachers in public schools reported there was more disruptive classroom behavior in their schools in 1986-87 than 5 years before. Teachers in elementary (53%) more frequently reported that disruptive behavior had increased than did teachers from middle-junior high schools (42%) and from senior high schools (34%).
- 29% indicated that they had seriously considered leaving teaching because of student misbehavior, and 17% reported they had seriously considered leaving in the last 12 months.
- Most teachers reported that student behavior interfered with their teaching to a small extent (50%). 27% stated that student misbehavior greatly interfered with effective learning.
- Teachers in urban schools more frequently reported that student misbehavior interfered with their teaching to a great extent (24%) than did teachers in rural schools (8%).
- Teachers estimated that, on the average, about 7% of the students they taught were habitual behavior problems.
- Almost 20 % of teachers indicated that they had been threatened at some time, and 8% had been threatened in the last 12 months.
- 8% (152,000) indicated that they had been physically attacked by students in their schools at some time, and 2% (38,000) had been attacked in the last 12 months. (Types of behavior included under physical attack may range widely.)
- Teachers reported minor infractions occurring in the classroom in the last week. Considered nationally, these numbers total per week to :
 - 33.3 million instances of whispering or note passing
 - 10.2 million instances of being late for class
 - 5.6 million instances of students talking back
 - 3.7 million instances of students throwing something
 - 3.0 million instances of students being absent without permission
- Factors limiting the ability of teachers to maintain order within their schools: most frequently rated factor was lack of alternative placement (39%) and lack of student interest (38%). Teachers rated both teacher and principal/administrator fear of being sued as a major factor limiting their effort to maintain order. 17% of teachers rated

administrator fear of being sued and 14% rated teacher fear of being sued as greatly limiting their effort to maintain order.

- 34% regarded their schools' discipline policy as not strict enough; 26% regarded the policy as not comprehensive enough; and 50% indicated it was not consistently applied.
- Actions rated as "very productive" in improving school discipline by a majority of respondents were: increased student self-discipline developed at home (74%), smaller classes (63%), and increased parental support (62%).

1986: U. S. Bureau of the Census for the U.S. Bureau of Justice Statistics

1987: "National Crime Survey for 1986"

"School Crime: Annual Statistical Snapshot"

"Kids and Crime," School Safety NewsJournal, Spring 1988

Contact Information: James Wetzel
Center for Demographic Studies
U. S. Department of the Census
U. S. Department of Commerce
Washington, D.C. 20233 301/763-7720

- According to the 1986 and 1987 National Crime Survey, nearly 3 million incidents of attempted or completed street crime (assault, rape, robbery and theft) took place inside schools or on school property.
- The vast majority of crimes against person are thefts. During 1987, almost 2.5 million thefts in or around schools were reported by National Crime Survey respondents.
- Almost 465,000 violent victimizations occurred in or around schools during 1987. Among these were 75,900 aggravated assaults (50,980 with injury); 36,850 robberies (22,610 with injury); and almost 350,000 simple assaults (nearly 110,000 with injury).
- Even though the school-age population has declined markedly since 1982, the number of violent crimes has remained high, ranging from a low of about 420,000 in 1986 and 1982 to a high of almost 465,000 in 1987.
- 1 in 6 youths between the ages of 12 and 19 was the victim of a street crime during 1986 compared to about 1 in 9 adults.
- 1 out of 18 youths was assaulted, robbed or raped during 1986.
- One-half or more of the attempted and completed violent crimes against girls and 12 to 15-year-old boys are committed by someone known to them.
- Only about one-third of all violent crimes committed or attempted against youths during 1986 were reported to the police.
- Murders of school-age youths (5 to 19 years of age) totaled 1,840 during 1986, according to the FBI.
- 1 out of every 25 persons arrested for a violent crime and 1 in 8 persons arrested for a property crime is less than 15 years of age.

1978: National Institute of Education

"Violent Schools — Safe Schools: The Safe School Study Report to the Congress"

Contact Information: National Institute of Education
U.S. Department of Education
Office of Educational Research and Improvement
Washington, D.C. 20208
202/357-6761

This 3-part study conducted in 1976-1977 combined a survey of principals from 4,000 public elementary and secondary schools nationwide; a survey of 642 public junior and senior high schools, which interviewed the principals, teachers and students; and an intensive, qualitative study of 10 schools selected because their previous problems of crime and violence had been dramatically reversed in a short period of time.

- Approximately 282,000 (1.3%) students are physically attacked in America's secondary schools each month. About 2.4 million (11%) have something stolen from them in a typical month.
- Almost 9% of urban junior and senior high school students missed at least one day of classes a month because

- they were afraid to go to school. 3% (600,000) reported that they are afraid most of the time.
- Nearly 5,200 of the nation's million secondary school teachers are physically attacked at school each month, about 1,000 of whom are seriously enough hurt to require medical attention. About 130,000 have something stolen in a month's time. Around 6,000 have something taken from them by force, weapons or threats.
 - Over 25% of all schools are subject to vandalism in a given month. The average cost of an act of vandalism is \$81. 10% of schools are burglarized, at an average cost per burglary of \$183. The annual cost of school crime is estimated to be around \$200 million.
 - Most offenses are committed by current students. Victims and offenders are generally of the same age and sex (usually male). In a majority of cases, victims and offenders are also of the same race. The chances of interracial violence are highest in schools where students of one race outnumber those of another.

As Guns in the 'Hood Invade the Gridiron, Schools Play Defense

Teams Are Calling In Police,
Employing Metal Detectors
To Block Injuries to Fans

By JAMES S. HIRSCH

Staff Reporter of THE WALL STREET JOURNAL

BEAUMONT, Texas — As a police helicopter circles above, officers wearing bullet-proof vests fan out into the neighborhood. Patrol cars cruise nearby.

It's homecoming night at the Central High School football game, and the security around Babe Zaharias Memorial Stadium seems more fitting for heads of state than for cheerleaders from this East Texas refinery town. The extra precautions follow the shooting last month of a 15-year-old Galveston, Texas, student. While watching a game at the stadium, Antonio Gonzales was seriously wounded by a bullet fired from outside the stadium.

Scars have been left on Beaumont, too. Citing safety concerns, the band and drill team from visiting Vidor High School don't attend the game. Four of its 13 cheerleaders are absent. And most of Vidor's students stay home.

"There's not as much spirit," says Vidor cheerleader Amy Chesser at half-time. "It doesn't feel the same."

Team Spirit?

In fact, high-school football in Beaumont, and perhaps throughout the state, may never be quite the same. The shooting confirmed growing fears that potential violence has turned large high-school athletic events into danger zones. In recent years, Texas security officials have caught a small but growing number of spectators with guns at games. Bloody scuffles in stadium parking lots have become more common. And five years ago a student was wounded by gunfire during a high-school football game at Houston's Astrodome.

"You don't think of the games anymore in terms of win, lose or draw, but you add a new dimension to it: the possibility of violence," says Calvin Williams, principal of Central High School's freshman school in Beaumont, whose team was playing at the time of the Gonzales shooting.

Like the violence in classrooms across the country, the use of deadly force at high-school football contests sends a chilling message. That is particularly true in Texas, where the games are almost a sacred civic rite, and where stadiums have long been considered an insulated world of camaraderie, teamwork and competition.

Blocking That Shot

"You'd like to think that what you're involved in is wholesome and pure and not corrupt," says Joe Young, athletic direc-

tor of the Aldine Independent School District in Houston. "But then your bubble gets popped and you realize not a whole lot of things are like that."

Nervous school officials have begun to crack down. High schools in Houston, Dallas and Fort Worth — as in other parts of the country — have installed metal detectors in football stadiums and basketball gymnasiums. Sometimes schools are simply redeploying detectors that were bought for the classroom.

"If you already got them, you might as well use them," says Ronny White, director of athletics for the Fort Worth Independent School District, which this year began using detectors at varsity football games.

Some high-school stadiums are becoming virtual fortresses. Last year at Sprague Stadium in Dallas, gun-toting spectators scared off by metal detectors climbed a spiked wire fence to enter. This year an eight-foot-high wooden fence has been built inside the metal barrier. Extra police officers also have been stationed around the stadium, which is located in a neighborhood troubled by street gangs.

Professional and college football also generates high passions in Texas, but authorities say throngs of teenagers, sometimes fueled by alcohol and rabid team loyalties, make high-school games particularly dangerous. At the Astrodome, for instance, metal detectors are only used for high-school games.

Unfortunately, keeping weapons out of stadiums doesn't guarantee safety. In Beaumont, the gunman shot through a fence, hitting young Mr. Gonzales, a visitor at the game, amid taunts between the gunman and several players. After seven days in the hospital, he says he still attends school games, but warily. Police have arrested an 18-year-old in connection with the shooting. He isn't affiliated with Central, police say.

The incident intensified racial divisions between Vidor and Central, which are only seven miles apart, and forced delicate negotiations between the two schools to preserve Central's homecoming. Two years ago, threats of violence prompted Vidor's police to give Central's football team, which is made up mostly of black members, a special escort when the squad played a game at predominantly white Vidor's home field.

Following the Gonzales shooting, Vidor officials requested that the Friday-night game in Beaumont be moved to the afternoon — a step that has been taken by some schools across the country.

In the past several years, five separate shootings outside high-school stadiums in Los Angeles have led some schools there to move games to the daytime — even though most of the shootings were gang-related and didn't involve students. In Philadelphia, the threat of violence has forced some schools to schedule all their athletic events during the day.

Central's officials rejected the idea of an earlier game, but vowed beefed-up security. Beaumont's police department

doubled the number of officers at the game and assigned members of its special gang task force. The street behind the visitor's grandstand was closed. Fans of Central's Jaguars and Vidor's Pirates were channeled into separate parking areas, and buses carrying the teams were escorted into and out of the stadium by police.

Despite the effort, the 9,200-seat stadium is less than half full at game time. Beneath a three-quarters moon, the Central side teems with band members, booster clubs and three generations of fans clad in maroon-colored shirts and hats. Homecoming-queen candidates parade around in blue dresses.

"You don't stop going to restaurants because there's a shooting at Luby's," says Ronnie Shilo, a 1976 Central graduate, referring to the 1991 massacre three years ago at a Killeen, Texas, cafeteria, where 23 people were killed.

Across the field, Vidor's side seems funereal. Only about 100 students out of a student body of 1,580 show up. About 500 Vidor supporters in all attend, far less than the 3,200 Vidor fans that typically see Vidor-Central varsity games.

When Vidor scores a touchdown, the team's cheerleaders turn on a tape recording of the school fight song, but the screechy music is barely audible.

Kristen Antill, a senior, typically attends Vidor games as the school's mascot. But this night she left her pirate costume at home because her mother feared it would make her a target. "I wanted to wear it, but then again, we have six more games, so there's no sense taking a chance," says Kristen, who is wearing a presumably less-threatening cheerleader's outfit.

Central wins, 28-14, but Paul Carswell, the athletic director for the Beaumont Independent School District, isn't celebrating. "We'd like to get things back to normal as soon as possible," he says, noting that the 4,000 fans who showed up for Central were fewer than expected. He may permanently retain the added security. If fans are afraid, he says, "it's going to hurt the sport."

Progress Report: 15 July 1994

School-Associated Violent Deaths, United States, 1992-1994
CDC IRB Protocol # 1321

Background. The Division of Violence Prevention (DOVP) is working with the U.S. Departments of Education and Justice and the National School Safety Center to complete a descriptive study of violent deaths that occur in--or on the way to or from--elementary, middle, and secondary schools in the United States. The objectives of the investigation are: 1) to estimate the risk of school-associated homicide, suicide, and firearm-related fatality; and 2) to identify common features of these deaths. The study will rely on existing public records and interviews with law enforcement officers, school officials, and local journalists involved in the investigation of each case.

Progress to Date. The study protocol has been drafted and approved by the CDC Institutional Review Board. Pilot testing of the interview instrument has been completed and the final instrument is being prepared. The study will include cases that occurred between 1 July 1992 and 30 June 1994. As of 15 July 1994, a total of 176 potential cases have been identified. Of these, 92 have been confirmed, and 23 remain under investigation. Preliminary findings in the table below are limited to confirmed cases. Figure One shows the Epidemic Curve from July 1992 through June 1994. A map of case locations appears on the following page.

Fig.1 School-Associated Violent Deaths
Epidemic Curve, 1992-1994



As of 8/26/94

Variable	Results			
Age	< 20 years:	61 (81%)	≥20 years:	14 (19%)
Gender	male:	77 (86%)	female:	13 (14%)
Cause of Death	homicide:	76 (83%)	suicide:	16 (17%)

Time-Line to Completion of Project.

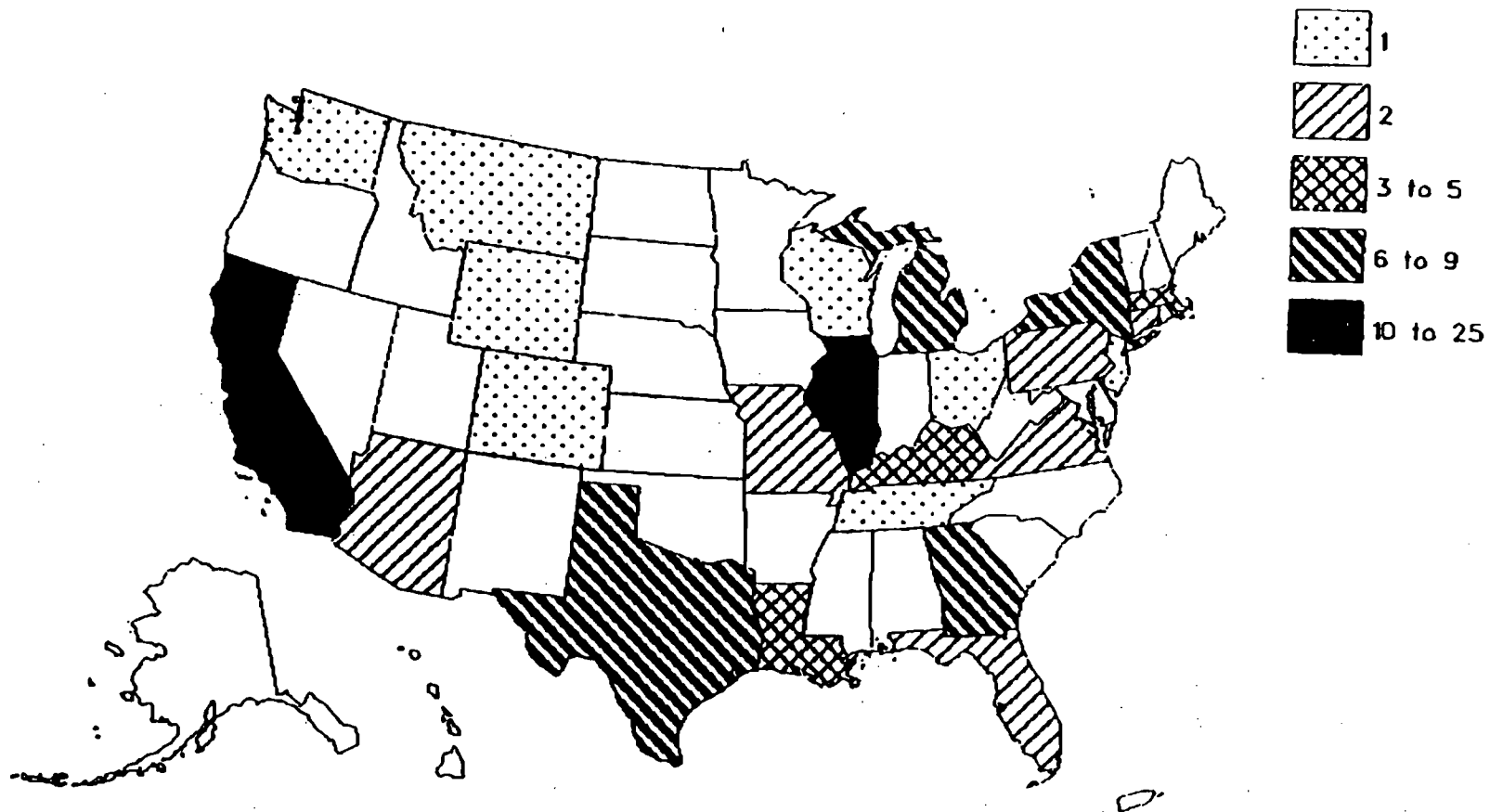
June, July 1994
August, September 1994
October, November 1994
January 1995

Complete case finding and confirmation.
Data collection, preliminary analysis (frequencies).
Data analysis.
Prepare final report, MMWR publication.

School-Associated Violent Deaths Case Finding Progress

15 July, 1994

Confirmed Cases, N=92



1 (2) by redesignating sections 8001 through
2 8005 as sections 9001 through 9005, respectively;
3 and

4 (3) by inserting after title VII the following new
5 title:

6 **"TITLE VIII—GUN-FREE**
7 **SCHOOLS**

8 **"SEC. 8001. GUN-FREE REQUIREMENTS.**

9 **"(a) REQUIREMENTS.—**

10 **"(1) IN GENERAL.—**No assistance may be pro-
11 vided to any local educational agency under this Act
12 unless such agency has in effect a policy requiring
13 the expulsion from school for a period of not less
14 than one year of any student who is determined to
15 have brought a weapon to a school under the juris-
16 diction of the agency except such policy may allow
17 the chief administering officer of the agency to mod-
18 ify such expulsion requirement for a student on a
19 case-by-case basis.

20 **"(2) DEFINITION.—**For the purpose of this sec-
21 tion, the term "weapon" means a firearm as such
22 term is defined in section 921 of title 18, United
23 States Code.

24 **"(b) REPORT TO STATE.—**Each local educational
25 agency requesting assistance from the State educational

1 agency that is to be provided from funds made available
2 to the State under this Act shall provide to the State, in
3 the application requesting such assistance—

4 “(1) an assurance that such local educational
5 agency has in effect the policy required by sub-
6 section (a); and

7 “(2) a description of the circumstances sur-
8 rounding any expulsions imposed under the policy
9 required by subsection (a), including—

10 “(A) the name of the school concerned;

11 “(B) the number of students expelled from
12 such school; and

13 “(C) the types of weapons concerned.”

14 **PART C—ENVIRONMENTAL TOBACCO SMOKE**

15 **SEC. 1041. SHORT TITLE.**

16 This part may be cited as the “Pro-Children Act of
17 1994”.

18 **SEC. 1042. DEFINITIONS.**

19 As used in this part:

20 (1) **CHILDREN.**—The term “children” means
21 individuals who have not attained the age of 18.

22 (2) **CHILDREN’S SERVICES.**—The term “chil-
23 dren’s services” means the provision on a routine or
24 regular basis of health, day care, education, or li-
25 brary services—

THE PROBLEM

GUNS AND VIOLENCE:

- o American children are extremely vulnerable to firearms violence. In 1991, children and adolescents (ages 0-19) were the victims of nearly 3,000 homicides, 1,500 suicides, and over 500 unintentional shootings. Among teenagers 15 to 19 years old, one of every four deaths is attributable to a firearm injury. Between 1985 and 1990, the risk of dying from a firearm injury increased by 87% for teenagers 15 to 19 years of age.
- o Firearm homicide is the leading cause of death among young black males 15-24 years of age, and young black males in their twenties face the greatest risk of any age-race-sex group. For 1988-1991, the homicide rate for all young U.S. men aged 15-24 was nearly nine times higher than that for young men in the industrialized country with the next highest rate (Italy)--the rate for young black men 15-24 years of age was 37 times higher.

JUVENILE CRIME:

- o Juveniles account for a disproportionate share of the reported violent crime increases. Between 1988 and 1992, juvenile arrests for murder increased by 51%, compared with 9 percent for those aged 18 and older.
- o Involvement of younger juveniles in violent crimes is increasing. Between 1990 and 1992, the number of juveniles under age 15 arrested for violent crimes increased 25 percent. Juveniles are responsible for a small but significant percentage of all violent crime arrests. In 1992, juveniles were responsible for 17.5 percent of all violent crime arrests.

SCHOOLS:

- o Nearly 3 million thefts and incidents of violent crime occur on or near school campuses each year. This equates to nearly 16,000 incidents per school day or one every six seconds.
- o Nearly one in five students in grades 9-12 reported they had carried a weapon at least once in a 30-day period.
- o Data collected by ED and other national organizations indicate that approximately 33 persons (students, teachers, faculty, and others) were killed in schools, on their way to school, or on school property during the 1991-93 school year. In the first three months of the 1993-94 school year, there were six homicides.

Summary of Enclosed Information:

1. Homicides in Schools, at School Events, and on School Property July 1992-Present
This document is published by the National School Safety Center. It is a list of homicides identified by school, victim(s), location, and cause of death.
2. Guns at School: National School Safety Center 1993 Clip Search
This a nationwide list of incidents of guns in schools compiled from newspaper accounts. A note is made in each incident of whether there was resulting death or injury, including totals. There are also summaries of results from many cities around the country.
3. School-Related Homicides for the 1991-1992, 1992-1993, and 1993-1994 School Year
~~These are the results of a recently completed study from the Centers for Disease Control. This is a case by case analysis, including~~ a summary of the circumstances of each of the homicides on school ground for each school year *compiled by ED and CDC.*
4. Metal Detectors
Included is a short summary of things to consider regarding metal detectors in schools. Prevalence of metal detectors, cost of metal detectors, disruptiveness and effectiveness are all discussed. In general, studies have shown that they have little impact and are disruptive to the school environment. Also included are two articles which discuss some of the issues in communities which have implemented the use of metal detectors.
5. Use of Metal Detectors Among Council of Great City Schools Systems
This survey describes the use of metal detectors in each of the Great City Schools systems. Metal Detectors are separated into hand held and walk through and basic security is described.
6. Summary of CDC Study of Attitudes relating to violence
This note is a summary of results from the CDC 1992 survey of student's attitudes about violence in general and violence in schools.
7. School Crime and Violence Statistics
This is a summary of notable studies on violence in schools from 1978 through 1994. Important findings from each study are noted.

For more information about this packet, please contact Michele Cavataio at 401-1000

**HOMICIDES IN SCHOOLS, AT SCHOOL EVENTS,
TO & FROM SCHOOL, AND ON SCHOOL PROPERTY
JULY 1992 - PRESENT**

DATE	SCHOOL	VICTIM(S)	LOCATION OF HOMICIDE	CAUSE OF DEATH
9/21/92	South Shore High School Brooklyn, NY	Damion Ennis, 15	school hallway	stabbed with 4.5" dagger by classmate, Michael Bubb, 16
9/25/92	Miller High School Fontana, CA	Michael A Arrellano, 15	at school	stabbed twice by 14 year old (believed to be gang-related)
9/29/92	Paramount High School Paramount, CA	Sheila Lorta, 16	returning to school @ 12pm	caught in gang gunfire shot in the head
10/6/92	Northbrook High School Houston, TX	Luis Mesa, 16	nearby elementary school playground	gang fight; shootout
10/12/92	Desert View High School Tuscon, AZ	Oscar Daniel Leon, 16	school parking lot	shot with .22
10/17/92	James Logan High School Union City, CA	Thomas E Weinhofer, 41 (father of student)	outside high school-waiting for daughter	stabbed by group as teens
11/4/92	Cedarcreek Elementary School Canyon Country, CA	Leonard Cortez, 12	leaving school @ 3:01pm	hit by car while crossing street
11/6/92	Berkner High School Richardson, TX	Sean Cooper, 17	school parking lot waiting for football team to return from game	shot with shot gun
11/10/92	Sherman Elementary School Chicago, IL	Willie Clayborn	school classroom	accidentally shots self while playing with gun from home
11/20/92	Edward Tilden High School Chicago, IL	DeLondyn Lawson, 13	school hallway	bystander to argument, shot in back by Joseph White, 15
12/17/92	PS 15 (Elementary School) Brooklyn, NY	Patrick Daly, 48 principal	nearby housing project	shot in gang crossfire; Daly went after 9 yr student who left the school following a fight

1/8/93	Pequea Valley High School Leola, PA	Timothy Stauffer, 17	school	accidentally shot with pistol by 15 year old
1/12/93	Norland High School Miami, FL	Conroy Robinson, 18	outside school; after school	shot repeatedly in chest & legs
1/18/93	East Carter High School Grayson, KY	Deanna McDavid, teacher Marvin Hicks, custodian	school classroom	held hostage with class and shot
1/21/93	Fairfax High School Los Angeles, CA	Demetrius Rice, 16	school; class	shot
1/22/93	Mission Bay High School Mission Bay, CA	Mike Johnson, 15	off campus fight in front of school	stabbed with screwdriver & knife (bystander to fight)
1/28/93	Hoover High School San Diego, CA	Rafael Romo, 17 (student at North Park Summit Alternative School)	across from school	stabbed in gang altercation
2/4/93	Mount Eden High School Hayward, CA	Anthony Lovos, 17	fleeing school; car	suicide; shot self
2/8/93	Washington-Dix Street Academy Washington, DC	Kenneth W Jackson, 21	doorway to high school	shot 2 hrs after last seen in schl
2/17/93	North Clayton High School Clayton County, GA	James Holliday, 18	school parking lot	shot
2/22/93	Cleveland High School Reseda, CA	Rocio Delgado, 16	walking home from school (6 blocks from school)	shot; innocent bystander to gang confrontation
2/22/93	Reseda High School Reseda, CA	Michael Sean Ensley, 17	corridor of school	shot in chest
2/24/93	Junior High School 25 New York	Angel Jimenez, 15	school hallway between classes	stabbed with 4" dagger
2/26/93	Gloucester High School Gloucester, MA	15 year old sophomore	school cafeteria	suicide; shot in head with .22
3/11/93	Southeastern High School Detroit, MI	Montae Rowser, 16	city bus to school	shot in chest

3/18/93	Harlem High School Harlem, GA	Rodricas Gibson, 15	school hallway	shot by 9th grader
4/3/93	Grant High School Sacramento, CA	Vodrick Johnson, 16	school baseball field	shot with shotgun
4/12/93	Dartmouth High School Dartmouth, MA	Jason Robinson, 16	school; in class	stabbed with knife by teen intruders looking for classmate
4/15/93	Ford Middle School Acushnet, MA	Carole Day, 51 (school nurse)	school	shot with shotgun in back; held hostage by intruder
4/16/93	Grant High School Sacramento, CA	Fred Lawson, 43 (little league coach)	varsity baseball game at school	shot in head by stray bullet
5/21/93	Boston High School Boston, MA	Telly Coleman	subway station leaving school	shot twice
5/24/93	Upper Perkiomen High School Norristown Red Hill, PA	Michael Swann, 16	school; biology class	shot in head with 9mm; suspect was bullied by victim
8/9/93	Lafayette Elementary School Los Angeles, CA	Catherine Tucker, 46 (school cross guard)	school crossing guard abducted	shot in head once
8/31/93	Harper High School Atlanta, GA	Marcus Taylor, 15	school cafeteria	suicide; shot self
9/2/93	Roosevelt High School Dallas, TX	DeMarkous McLemore, 15	school hallway	shot
9/18/93	Central Middle School Sheridan, WY	Kevin Newman, 29	school football field; gym class	suicide; shot self after shooting randomly at students
9/25/93	Weatherless Elementary School Washington, DC	Kervin Brown, 23 Launice Smith, 4	football game at schoolyard	shot
10/12/93	Dover High School New Castle, DE	Laura Moyer, 16	school bathroom	suicide; shot self with .32
10/14/93	Redford High School	Frank Miles, 15	bus stop in front of school-leaving	shot

Detroit, MI

10/18/93	Kecoughtan High School Hampton, VA	Javal Allen, 16	at school	stabbed in school argument
10/28/93	Gladstone Middle School Hazelwood, PA	Michael Rozgonyi, 15	school bus stop-leaving school	stabbed in neck with penknife by suspect (Sean Bane, 14)
10/31/93	Eureka Elementary School Granite Bay, CA	Cherilyn Hawkley, 39 (teacher)	abducted from school on 10/29	strangled; body found in van death occurred 10/29 or 10/30
11/93	Sullivan High School Chicago, IL	Kati Faber, 15	outside school	shot in back with semiautomatic
11/93	Ridgely Elementary School Springfield, IL	Harold Page III, 14	outdoor stairwell at school	shot twice in head
11/93	Snyder, OK	Rebecca Maloyed, 14 Allen Michael Calvin, 8 Nikoles Barnett, 11 Tommy Joe Pruett, 9	school bus-leaving school	truck hit school bus
11/4/93	New Britain High School New Britain, CT	Miguel DeJesus Jr, 18	school grounds	shot
11/26/93	Manual High School Denver, CO	Geronimo Maestas	walking home	shot for Bronco jacket
11/30/93	Center High School Kansas City, MO	23 year old male	front of school; waiting to pick up cousin from basketball game	shot
12/1/93	Wauwatosa West High School Wauwatosa, WI	Dale Breitlow, 46 (asst. principal)	school; 2nd floor hall	shot
12/3/93	English High School Roxbury, MA	Louis Brown, 16	walking to school	shot
12/16/93	Chelsea High School Chelsea, MI	Joseph Piasecki, 47 (superintendent)	school staff meeting	multiple gunshot wounds; shot by science teacher
1/20/94	Hacienda Heights High School	Benjamin Barraza, 17	after school dispute in school parking lot	shot

Los Angeles, CA

1/21/94	Kennard High School Kennard, TX	Joseph Leon Olivo, 17	school classroom	suicide; shot self with rifle
1/25/94	Riverwood High School Atlanta GA	Brandon Williams	basketball game after school	shot in the head
1/27/94	Washington Elementary School San Jose, CA	Osvaldo Mojarro Rios, 22	car in front of school	shot in head and arm
1/28/94	Charles A Mooney Middle School Cleveland, OH	Paul Wallace, 15	school grounds	stabbed while getting off bus; attacked by 4 & beaten
2/94	Whitman Middle School Seattle, WA	Neal Summers (teacher)	school	shot
2/94	Lee County, FL	James A Adams, 57 (superintendent of schools)	office	shot
2/8/94	Osborn High School Detroit, MI	Steven Watkins, 19 (special education student)	school parking lot	shot while in car
2/1/94	Valley View Junior High School Simi Valley, CA	Chad Patrick Hubbard, 14	boarding school bus-departing	stabbed in heart with knife
2/15/94	Wallenberg High School San Francisco, CA	Robert Tran, 17	parking lot across from school	shot in head, while defending a friend who was being attacked
2/20/94	E.O. Smith High School Mansfield, CT	Robert J Gaucher, 62 Superintendent	school	suicide; hung self body found by custodian
3/15/94	Edward M Downer Elementary San Pablo, CA	Cecilia Rios, 15	stairwell of elementary school	stabbed 18 times; sexually assaulted; hair stripped

Calendar Year

TOTAL FOR 1992 (4 months): 11

School Year

TOTAL FOR 1992-93: 33

TOTAL FOR 1993: 45

TOTAL FOR 1993-94: 35 (to date)

TOTAL FOR 1994: 12

GUNS AT SCHOOL
NATIONAL SCHOOL SAFETY CENTER 1993 CLIP SEARCH

These figures tracking the occurrence of firearm incidents at school were obtained from newspaper accounts. Death and injury totals are based upon the accuracy of these news articles. Some dates are approximate — they are the date assigned by the clipping service and not the date of the actual incident.

Date	Location	Deaths	Injuries	Weapon
1/6	Brentwood High School Long Island, NY	0	1	small caliber handgun
1/7	George Washington High School Denver	0	0	replica handgun
1/8	Pequea Valley High School Leola, PA	1	0	pistol
1/10	Manuel High School Denver	0	0	.25 caliber automatic pistol
1/12	Norland High School Dade County, FL	1	0	
1/13	East High School Wichita, KS	0	0	.32 caliber derringer & .25 caliber semiautomatic
1/14	Glencoe High School Hillsboro, OR	0	0	.38 caliber gun
1/15	Heights High School Wichita, KS	0	0	.25 caliber automatic handgun
1/16	Mountlake Terrace High School Seattle, WA	0	1	
1/17	Roosevelt Middle School Glendale, CA	0	0	pellet pistol
1/18	East Carter High School Grayson, KY	2	0	.38 caliber pistol
1/20	Leestown Middle School Fayette County, KY	0	0	BB gun
1/21	Unnamed school Philadelphia	0	0	sawed-off shotgun
1/21	Fairfax High School Los Angeles, CA	1	1	.357 Magnum
1/22	Cascade Union High School Aumsville, OR	0	0	.357 Magnum & 9mm semiautomatic
1/27	Millard Central Middle School Omaha, NE	0	0	.25 caliber Raven semiautomatic
1/28	Kellogg Middle School Portland, OR	0	0	pellet gun
1/28	Patricia Roberts Harris Ed. Center Washington, DC	0	1	.22 caliber handgun
1/28	Central Elementary School Parlier, CA	0	0	.44 caliber handgun
1/29	Williamstown High School Monroe Township, NJ	0	0	.357 caliber Magnum & 9mm semiautomatic
1/29	Hill Middle School Long Beach, CA	0	0	handgun

Date	Location	Deaths	Injuries	Weapon
1/29	Sam Barlow High School Portland, OR	0	0	gun
1/93	Conkwright Junior High School Clark County, KY	0	0	.25 caliber pistol
1/93	Capital High School Boise, ID	0	0	handgun
2/1	Bryan Junior High School Omaha, NE	0	0	BB gun
2/2	Amityville High School Amityville, NY	0	2	small caliber handgun
2/2	Antelope Valley High School Lancaster, CA	0	0	.25 caliber pistol
2/2	Williamstown High School Philadelphia	0	0	.357 Magnum revolver & Walther P-38 semiautomatic handgun
2/2	Allison Middle School Wichita, KS	0	0	shotgun & revolver
2/3	Juniper Middle School Palmdale, CA	0	0	
2/5	Mount Eden High School Hayward, CA	0	0	gun
2/5	Virginia City High School Virginia City, NV	0	0	Lama 45 automatic
2/5	Crawford Middle School Lexington, KY	0	0	.22 pistol
2/5	A south Minneapolis junior high Minneapolis	0	1	gun
2/5	Booker T. Washington High School Houston	0	1	.38 caliber revolver
2/7	Sanford Middle School Minneapolis	0	1	
2/6	Poly High School Long Beach, CA	0	0	shots fired into campus
2/6	West High School Wichita, KS	0	0	.44 caliber Magnum & .380 caliber semiautomatic handgun
2/6	Badger Springs School Moreno Valley, CA	0	0	.357 caliber handgun
2/9	Bangor Junior High School Bangor, PA	0	1	.25 caliber semiautomatic handgun
2/9	McClintock High School Tempe, AZ	0	0	.38 caliber pistol
2/9	Robinson Middle School	0	0	.32 caliber pistol
	Southeast High School Wichita, KS	0	0	.22 caliber pistol
2/10	Northwest Classen High School Oklahoma City	0	1	
2/10	Wooster High School Sparks, NV	0	0	.38 caliber pistol
2/12	Wooster High School Sparks, NV	0	0	BB gun
2/13	Unnamed middle school Fort Worth, TX	0	0	semiautomatic weapon
2/15	Bardstown Middle School Lexington, KY	0	1	.25 caliber pistol

Date	Location	Deaths	Injuries	Weapon
5/20	Management School Charlotte, NC	0	0	.32 caliber revolver
5/21	Stephen Decatur Middle School Prince George's County, MD	0	0	shotgun
5/21	Webster Middle School Milwaukee	0	0	BB rifle
	(2 separate incidents)	0	0	.380 caliber semiautomatic handgun
5/24	Upper Perkioman High School Red Hill, PA	1	0	9mm Ruger handgun
5/28	Stewart Elementary School Toledo, OH	0	0	9mm semiautomatic
5/28	Coulwood Middle School Charlotte, NC	0	0	.25 caliber pistol
5/29	Norte Vista High School Riverside, CA	0	0	
5/93	Forest Hills Elementary School Shreveport, LA	0	0	.22 caliber pistol
6/4	Georgetown Elementary School Columbus, GA	0	0	handgun
6/4	Germantown High School Philadelphia	0	0	.357 Magnum pistol
6/12	Leslie Middle School Salem, OR	0	0	9mm & .22 caliber pistol
6/13	Montclair School Van Nuys, CA	0	1	drive-by shooting
6/15	Nathan Hale Junior High School Omaha, NE	0	0	handgun
6/17	Edgewood Senior High School Winslow, NJ	0	0	.25 caliber semiautomatic handgun
6/24	Sylmar High School Sylmar, CA	0	1	drive-by shooting
6/30	Franklin Learning Center Philadelphia	0	1	gun
6/93	Edison High School Fresno, CA	0	0	.357 Magnum
7/1	Mission High School San Francisco	0	0	.38 caliber handgun
7/1	Benson High School Omaha, NE	0	0	.22 caliber gun
7/8	Schenley High School Oakland, PA	0	2	drive-by shooting
7/15	Clearwater Intermediate School Paramount, CA	0	0	.25 caliber semiautomatic
7/20	John F. Kennedy High School Paterson, NJ	0	1	
8/3	Theodore Roosevelt High School New York City	0	1	
8/26	Pinellas Park High School Pinellas County, FL	0	0	facsimile gun
8/26	Mount Healthy High School Colerain Township, OH	0	0	gun
8/31	Harper High School Atlanta	1	1	.22 caliber handgun

Date	Location	Deaths	Injuries	Weapon
2/16	Harding Middle School Des Moines, IA	0	0	.22 caliber semiautomatic handgun
2/17	Ventura High School Ventura, CA	0	0	.25 caliber handgun
2/18	Nogales High School La Puente, CA	0	1	shots fired at baseball field
2/19	Tates Creek Middle School Fayette County, KY	0	0	BB gun
2/19	Rio Mesa High School Oxnard, CA	0	0	handgun
2/19	Edgewood Junior High School Winslow, NJ	0	0	.25 caliber automatic
2/20	Sonora High School La Habra, CA	0	0	handgun
2/20	Beech Grove Middle School Beech Grove, IN	0	0	.44 caliber revolver
2/22	Reseda High School Reseda, CA	1	0	small caliber handgun
2/23	South Park High School Buffalo, NY	0	1	
2/23	John O'Connell High School San Francisco	0	0	sawed-off shotgun
2/24	Los Cerritos Intermediate School Thousand Oaks, CA	0	0	sawed-off shotgun
2/25	School bus Milford, MI	0	1	
2/25	Wilson Acad./International Studies San Diego	0	0	9mm handgun
2/25	Leestown Middle School	0	0	toy guns
	Lafayette High School	0	0	.38 pistol
	Fayette County, KY			
2/26	Jordan High School Long Beach, CA	0	0	9mm pistol
2/26	South Salem High School Salem, OR	0	0	.45 caliber handgun
2/26	Herrick Avenue Elementary School Sylmar, CA	0	0	replica .45 caliber semiautomatic
2/28	Unnamed school Santa Ana, CA	1	0	
2/93	Callanan Middle School Des Moines, IA	0	0	handgun
2/93	Kimball High School Dallas	1	0	
2/93	Tiverton High School Tiverton, RI	0	0	gun
2/93	Castaic Middle School Santa Clarita Valley, CA	0	0	gun
2/93	High School South Middletown Township, NJ	0	0	starter's pistol
2/93	Hall Elementary School Harlan, KY	0	0	gun
2/93	Washington-Dix Street Academy Washington, DC	1	0	

Date	Location	Deaths	Injuries	Weapon
2/93	Gloucester High School Gloucester, MA	1	0	.22 caliber handgun
2/93	Palmetto High School Miami	0	0	pistol
2/93	Davidson High School San Rafael, CA	0	0	semiautomatic pistol
2/93	Parsippany High School Parsippany, NJ	0	0	.22 caliber revolver & .22 caliber semiautomatic
2/93	Lincoln Middle School Alameda, CA	0	0	2 pistols
2/93	North Clayton High School Clayton County, GA	1	0	
3/1	Niguel Hills Intermediate School Laguna Niguel, CA	0	0	semiautomatic handgun
3/1	High School South Middletown Township, NJ	0	0	toy gun
3/2	Hart High School Santa Clarita, CA	0	0	gun
3/2	LeConte Junior High School Los Angeles, CA	0	0	gun
3/3	Ventura High School Ventura, CA	0	0	sawed-off shotgun
3/4	Dartmouth Middle School San Jose, CA	0	0	.22 caliber semiautomatic handgun
3/4	Webster Junior High School Los Angeles, CA	0	0	9mm pistol
3/5	Victor Valley High School Victorville, CA	0	0	sawed-off shotgun
3/5	Bingham Middle School Kansas City, MO	0	0	.22 caliber pistol
3/5	Valley View High School Moreno Valley, CA	0	0	.45 caliber semiautomatic
3/6	Maclay Junior High School Pacoima, CA	0	0	replica .22 caliber pistol
3/6	Emerson Elementary School Riverside, CA	0	0	gun battle across street
3/6	Grandview Middle School Kansas City, MO	0	0	.22 caliber handgun
3/9	McKell Middle School Greenup, KY	0	0	gun
3/9	Lee's Summit High School Kansas City, MO	0	0	.25 caliber handgun
3/9	Manassas Park Intermediate School Manassas Park, VA	0	1	.32 caliber semiautomatic pistol
3/11	Notre Dame High School Sherman Oaks, CA	0	0	.38 caliber revolver, model 9mm pistol & .380 caliber semiautomatic
3/11	Woonsocket Middle School Woonsocket, RI	0	0	handgun
3/11	Mt. San Jacinto Continuation School Cathedral City, CA	0	0	drive-by shooting
3/12	Calle Mayor Middle School Torrance, CA	0	0	.38 caliber handgun

Date	Location	Deaths	Injuries	Weapon
3/16	Talbert Middle School Huntington Beach, CA	0	0	.38 caliber pistol
3/18	Hart High School Santa Clarita, CA	0	0	gun
3/18	Harlem High School Harlem, GA	1	1	
3/18	Rancho Verde High School Moreno Valley, CA	0	0	.380 caliber semiautomatic pistol
3/18	Jordan High School Long Beach, CA	0	0	.25 caliber semiautomatic pistol
3/21	Richland High School Richland, PA	0	0	.32 caliber
	Washington High School Washington, PA	0	0	gun
	Westinghouse High School Pittsburgh	0	1	gun
	Brownsville Area Senior High Fayette County, PA	0	0	.357 Magnum
3/22	Walker Middle School Milwaukee	0	0	.22 caliber handgun
3/25	Arcadia High School Arcadia, CA	0	0	Beretta handgun
3/26	Gar-Field High School Dale City, VA	0	0	.38 caliber handgun
3/31	Serra High School San Juan Capistrano, CA	0	0	.25 caliber semiautomatic handgun
3/31	Chippewa Valley High School Macomb County, MI	0	0	.22 caliber handgun
3/93	Jefferson Middle School Oklahoma City	0	0	.22 caliber semiautomatic
3/93	Clovis West Clovis, CA	0	0	.38 caliber gun
3/93	Palm Springs High School Palm Springs, CA	0	0	handgun
3/93	Hufford Junior High School Chicago	0	0	.32 caliber semiautomatic
3/93	Tri-Community Elementary School Dauphin County, PA	0	0	gun
3/93	Quail Hollow Middle School Charlotte, NC	0	0	.38 caliber pistol
4/2	Marina High School Huntington Beach, CA	0	0	
4/2	Turner Elementary School Washington, DC	0	1	police issue 9mm pistol
4/2	McGarvin Intermediate School Westminster, CA	0	0	.357 Magnum
4/8	ABLE Alternative School Tigard, OR	0	0	.25 caliber automatic
4/9	Westside Middle School Omaha, NE	0	0	pellet gun
4/9	Zia Middle School Las Cruces, NM	0	1	

Date	Location	Deaths	Injuries	Weapon
4/13	Carver High School Atlanta	0	1	gun
4/14	Ford Middle School Acushnet, MA	1	0	
4/15	Prentice Middle School Prentice, WI	0	0	starting pistol
4/15	Oregon Trail Junior High School Olathe, KS	0	0	.38 caliber revolver
4/16	Alonzo Crim Comprehensive High Atlanta	0	1	
4/22	Harvey High School Painesville, OH	0	0	.38 caliber revolver
4/22	Surline Middle School Tawas City, MI	0	0	.22 caliber pistol
4/25	Snowden School Riverview Middle School Memphis, TN	0 0	2 2	shotgun
4/27	West Roxbury High School Boston	0	0	.22 caliber automatic
4/28	Millbrook High School Raleigh, NC	1	2	
4/30	Weaver High School Hartford, CT	0	0	sawed-off shotgun
4/30	River Trails Middle School Mount Prospect, IL	0	0	.25 caliber handgun
4/93	Bentley Elementary School Chicago	0	0	handgun
4/93	Laurel Highlands Senior High North Union Township, PA	0	0	gun
5/1	Redwood High School Corte Madera, CA	0	0	semiautomatic pistol
5/9	Gilpin Elementary School Denver	0	0	.25 caliber semiautomatic pistol
5/13	Floral Park Memorial High School Floral Park, Long Island, NY	0	0	.32 caliber revolver
5/13	Beckham Bates Elementary School Whitesburg, KY	0	0	.22 caliber revolver
5/14	Somerset High School Somerset, MA	0	0	.25 caliber automatic
5/14	Nimitz High School Irving, TX	0	1	
5/16	Sacred Heart School Camden, NJ	0	0	gun
5/17	Princeton High School Princeton, WV	0	0	2 pistols & sawed-off shotgun
5/20	Southern Hills Middle School Boulder, CO	0	0	pistol
5/20	Mascenic Regional High School New Ipswich, NH	0	0	sawed-off shotgun
5/20	Merrill Middle School Oshkosh, WI	0	0	.25 caliber semiautomatic handgun
5/20	On a school bus Los Angeles	0	1	

Date	Location	Deaths	Injuries	Weapon
9/1	Junction City Senior High School Junction City, KS	0	1	
9/2	Roosevelt High School Dallas	1	0	
9/7	Lecanto High School Lecanto, FL	0	0	.22 caliber handgun
9/8	South Iredell High School Charlotte, NC	0	1	
9/8	Dorsey High School Los Angeles	0	1	
9/9	South Mountain High School Phoenix	0	1	drive-by shooting
9/9	Shaw Junior High School Washington, DC	0	0	semiautomatic weapon
9/9	Roosevelt High School Des Moines, IA	0	0	handgun
9/10	Shippensburg High School Shippensburg, PA	0	0	semiautomatic gun
9/10	Kalani High School Honolulu	0	0	.30 caliber rifle
9/13	George Wythe High School Richmond, VA	0	1	
9/13	Susquenita High School Duncannon, PA	0	0	.25 caliber semiautomatic handgun
9/16	Milwaukee Trade & Technological Milwaukee	0	1	
9/17	Central Middle School Sheridan, WY	1	4	
9/17	Downers Grove South High Chicago	1	0	gun
9/17	New Richmond High School Cincinnati	0	0	9mm Smith & Wesson
9/18	Immaculata High School Somerville, NJ	0	1	gun
9/18	Blue Springs South High School Blue Springs, MD	0	0	.45 caliber handgun
9/19	Poly High School Riverside, CA	0	1	
9/20	Leuzinger High School Lawndale, CA	0	1	semiautomatic pistol
9/20	Durham High School Durham, NC	0	0	gun
9/21	Norwood Middle School Cincinnati	0	0	starter gun
9/22	Norwood Middle School Cincinnati	0	0	BB gun
9/24	North High School Salem, OR	0	0	replica gun
9/25	Highland Elementary School Omaha, NE	0	0	.25 caliber gun
9/23	Shippensburg High School Shippensburg, PA	0	0	9mm Astra

Date	Location	Deaths	Injuries	Weapon
9/28	Lecanto High School Lecanto, FL	0	0	.25 caliber automatic handgun
9/28	On a school bus Indianapolis	0	0	pellet pistol
9/30	Mission High School San Francisco	0	1	
9/30	Case High School Town of Mount Pleasant, WI	0	0	.38 caliber revolver
9/30	Woodward High School Columbus, OH	0	0	gun
9/93	Westminster High School Westminster, CA	0	0	handgun
10/4	McKay High School Salem, OR	0	0	2 BB guns
10/5	John F. Kennedy High School Richmond, VA	0	0	.38 caliber pistol
10/5	Cooley High School Detroit	0	1	drive-by shooting
10/6	Sprague High School Salem, OR	0	0	.22 caliber handgun & 2 rifles
10/6	Ralston High School Ralston, NE	0	0	.38 caliber Colt revolver & .357 Magnum
10/7	Bellevue Model Elementary School Richmond, VA	0	0	.22 caliber pistol
10/8	On a school bus Fort Pierce, FL	0	0	sawed-off shotgun
10/8	Linglestown Junior High School Harrisburg, PA	0	0	.25 caliber semiautomatic handgun
10/8	Liberty school district St. Louis, MO	0	0	imitation, plastic gun
10/9	Marine View Middle School Huntington Beach, CA	0	0	2 guns
10/9	La Junta Middle School La Junta, CO	0	0	.22 caliber semiautomatic handgun
10/14	Olathe East High School Olathe, KS	0	0	.25 caliber handgun
10/15	San Clemente High School San Clemente, CA	0	0	7 handguns & 1 rifle
10/15	Englewood High School Englewood, CO	0	1	
10/17	Dover High School Dover, DE	1	0	.32 caliber handgun
10/19	J.H. Johnson Junior High Washington, DC	0	1	
10/20	Osborn High School Detroit	0	1	drive-by shooting
10/21	Lemoyne Middle School Wormleysburg, PA	0	0	replica .357 Magnum
10/22	Woodbridge High School Irvine, CA	0	0	Beretta 9mm semiautomatic handgun
10/26	Brookfield Central High School Brookfield, WI	0	0	.22 caliber revolver

Date	Location	Deaths	Injuries	Weapon
10/26	Laurel Highlands Senior High North Union Township, PA	0	0	.38 caliber pistol
10/26	Abraham Lincoln High School Denver	0	0	handgun
10/27	Paterson School No. 10 Paterson, NJ	0	0	semiautomatic pistol
10/27	Washington High School San Francisco	0	1	gun
10/27	Armand Larive Junior High Hermiston, OR	0	0	hunting rifle
11/4	Kenowa Hills High School Kenowa Hills, MI	0	0	9mm handgun
11/4	New Britain High School New Britain, CT	1	0	
11/5	North Hills High School stadium Pittsburgh	0	0	gun
11/8	Rowland-Scott Intermediate Harrisburg, PA	0	0	.22 caliber handgun
11/9	On a school bus Warren Township, IN	0	0	semiautomatic weapon
11/9	Harrisburg High (Harris Campus) Harrisburg, PA	0	0	9mm semiautomatic handgun
11/10	Bethel-Tate High School Cincinnati	0	0	.22 caliber derringer
11/11	Northeast Middle School Grand Rapids, MI	0	0	.45 caliber pistol
11/11	Forest Hills Central Junior High Forest Hills, MI	0	0	.22 caliber handgun
11/12	Redford High School Detroit	1	0	
11/12	Garfield Junior High School Hamilton, OH	0	0	.25 caliber semiautomatic handgun
11/13	Independence Elementary Cherry Creek, CO	0	0	BB gun
11/15	A school gymnasium Hartford, CT	0	2	gunfire sprayed into gym
11/16	Philomath High School Philomath, OR	0	0	.32 caliber revolver & .22 caliber semiautomatic
11/17	Sullivan High School Chicago	1	0	semiautomatic pistol
11/17	Gilbert School Winsted, CT	0	0	.22 caliber semiautomatic pistol
11/18	Hazelbrook Middle School Tualatin, OR	0	0	.25 caliber pistol
11/18	Dorsey High School Los Angeles	0	2	drive-by shooting
11/18	Greenway Middle School Pittsburgh	0	0	.22 caliber handgun
11/19	East Pennsboro High School East Pennsboro Township, PA	0	0	BB gun replica of .45 caliber handgun
11/19	Oliver High School Pittsburgh	0	0	7.62mm semiautomatic handgun

Date	Location	Deaths	Injuries	Weapon
11/20	Dorseyville Middle School Indiana Township, PA	0	0	.32 caliber pistol
11/23	On a school bus St. Louis, MO	0	0	.22 caliber rifle
11/25	Dillard High School Miami	0	0	.22 caliber derringer
11/29	O'Bryant Technical High School Boston	0	0	.22 caliber revolver
11/30	Center High School Kansas City, MO	1	0	
11/93	Lincoln High School Des Moines, IA	0	0	.38 caliber gun
12/2	Shenandoah Valley Elementary Chesterfield, MO	0	0	starter's pistol
12/2	Thena Crowder Elementary Liberty City, FL	0	0	.38 caliber handgun
12/2	Harding Middle School Des Moines, IA	0	0	.32 caliber revolver
12/2	Unnamed high school Martinsville, IN	0	0	
12/3	North Alleghany Intermediate Pittsburgh	0	0	replica gun
12/3	Unnamed school Garner, NC	0	0	.38 caliber revolver
12/7	Wilson High School Long Beach, CA	0	1	
12/8	Parkway West High School Chesterfield, MO	0	0	pistol
12/8	Kirkwood High School Kirkwood, MO	0	0	.32 caliber revolver
12/8	Crossland High School Prince George's County, MD	0	0	.25 caliber semiautomatic weapon
12/8	Wauwatosa West High School Milwaukee	1	0	
12/8	Lincoln High School Des Moines, IA	0	0	.38 caliber handgun
12/8	Manhattan High School Manhattan, KS	0	0	.38 caliber revolver
12/8	Ben Davis High School Wayne Township, IN	0	0	gun
12/9	Wilson High School Long Beach, CA	0	1	
12/9	Willingboro Memorial Junior High Willingboro, NJ	0	0	.25 caliber semiautomatic pistol & lookalike 9mm air gun
12/9	Thousand Oaks High School Thousand Oaks, CA	0	0	shotgun
12/10	Central Park Elementary School Omaha, NE	0	0	.25 caliber semiautomatic pistol
12/10	Hixson Middle School Webster Groves, MO	0	0	replica .25 caliber automatic
12/11	St. Stephen Catholic School St. Louis	0	0	gun

Date	Location	Deaths	Injuries	Weapon
12/12	North High School Denver	0	1	drive-by shooting
12/13	Ranson Middle School Charlotte, NC	0	0	.25 caliber semiautomatic pistol
12/15	Chatsworth High School Chatsworth, CA	0	1	
12/15	Red Land High School Windsor Township, PA	0	0	.40 caliber Glock semiautomatic pistol
12/15	Swatara Junior High School Swatara Township, PA	0	0	.380 caliber semiautomatic handgun
12/16	Chelsea High School Chelsea, MI	1	2	
12/17	Gilroy High School Gilroy, CA	0	1	.25 caliber semiautomatic pistol
12/20	Madison Park High School Boston	0	1	
12/23	Shenandoah Valley Elementary Chesterfield, MO	0	0	.25 caliber Beretta
12/23	Carlisle High School Carlisle, PA	0	0	12-gauge shotgun
12/24	Stuart Elementary School Willingboro, NJ	0	0	starter's pistol
12/29	Golden High School Denver	0	0	.25 caliber handgun
12/93	Tonti Elementary School Chicago	0	0	9mm handgun
	Totals	26	71	

ADDITIONAL 1993 INFORMATION

The following is not included in the above firearm totals. Some information is overlapping, but most was in written from not suited to tabulation.

1/15 Wichita, KS

"The weapons incident is the seventh this school year at Heights, 5301 N. Hillside. Three involved firearms."

1/15 Banning, CA

A former superintendent stated that "about three knives and three guns are confiscated from Banning students each year."

2/4 Fairfax County, VA

"During the first three months of the 1991-92 school year, there were 11 expulsion hearings involving eight guns. In the same period of this school year, there were 17 expulsion hearings involving guns."

2/5 Antelope Valley, CA

Antelope Valley Union High School District statistics:

Weapons possession (guns, knives, other) for 1989-90, 33; for 1990-91, 41; for 1991-92, 87.
Percent of change, 1990 to 1992: +163%

2/6 Moreno Valley, CA

"In 1990-91, the last year for which figures are available, Moreno Valley Unified School District trustees expelled 70 students for bringing weapons to campus..."

2/7 Thousand Oaks, CA

Five students have been expelled for carrying guns in the last 18 months.

2/7 Simi Valley, CA

Four students have been expelled for carrying guns in the last 18 months.

2/8 Santa Ana, CA

"Santa Ana Unified School District confiscated 15 real handguns from students last year, but only four look-alike guns."

2/9 Arizona

Firearm incidents in Arizona schools include the following cities:

Gilbert, two incidents, pointing a gun at a group of youths and a suicide threat at school's football stadium; and *Chandler*, a replica gun pointed at a P.E. teacher's head.

2/11 Washington, DC

"Last school year, 78 firearms were confiscated in D.C. schools, nearly twice the number taken two years earlier; 155 knives were seized, three times as many as two years earlier."

3/4 Baltimore

The Baltimore school system reported trends in the first semester: "A slight increase in gun incidents, 28, in the first five months, compared with 25 in the first four months the 1992 school year." . . . "A total of 83 instances of deadly weapons possession, up from 66 in the same period a year before."

3/9 Boston

Referring to a survey by the Massachusetts Department of Education—"The survey of nearly 2,000 high school students statewide found that 37 percent of boys and 7 percent of girls report arming themselves with guns, knives, or other weapons. For all high school students, the percentage carrying a weapon increased to 22 percent from 16 percent in 1990, the last year a similar survey was done."

3/13 Washoe County, NV

Confiscated weapons in Washoe schools from September to the present totaled: 77 weapons, including 10 BB guns or air pistols, 8 other guns, 43 knives, 16 others including throwing stars, billy clubs, bats, etc.

3/21 Philadelphia

"There have been about 45 weapons offenses involving guns so far this school year..."

5/21 Los Angeles

"From 1986 to 1993, there were at least 32 reported shootings on California high school and elementary school campuses, resulting in 22 deaths and 60 injuries according to the task force." (Referring to a task force headed by Sen. Teresa Hughes, D-Inglewood)

5/21 Clayton County, GA

"...21 children brought guns to school this year."

5/21 Cobb County, GA

"...administrators confiscated more guns from students last year than in the previous 15 years combined."

6/23 Detroit

"Since last August, 81 middle school students have been expelled, suspended or transferred for gun possession—exactly the same number as in high school, according to district discipline records. Weapons ranged from starter pistols to sawed-off shotguns."

6/27 Fairfax County, VA

Forty-two students were recommended for expulsion this year for possession of guns.

7/12 Los Angeles

"...the Los Angeles Unified School District's Board of Education made expulsion automatic for any student caught with a gun. As a result, 90 students were expelled between Feb. 1 and May 17, double the number in the same period last year." (Weapon range included a Taser gun, a variety of semiautomatic firearms, replica guns, and a sawed-off shotgun.)

8/15 Miami

During the 1992-93 school year, 112 guns were seized on campus. Firearms ranged from BB guns to semiautomatic weapons.

9/3 San Diego

The San Diego Unified School District confiscated 30 guns on school campuses last year (1992-93). In the 1991-92 school year, 17 guns were taken.

9/4 Dallas

Guns confiscated on Dallas campuses last year: 95.

9/4 Pacific Grove, CA

Two guns, a .32 caliber revolver and a .45 caliber semiautomatic pistol, both wrapped in newspaper, were found in a storeroom abutting a classroom at Pacific Grove High School.

9/9 Oakland, CA

Number of firearms confiscated by Oakland school police:

<i>High schools</i>	<i>Junior/middle schools</i>	<i>Elementary schools</i>
1992-93: 36	1992-93: 18	1992-93: 6
1991-92: 12	1991-92: 14	1991-92: 0

9/16 Baltimore

Felonies reported by school police:

<i>Offense</i>	<i>91-92</i>	<i>92-93</i>	
Possession of deadly weapon	136	199	44 involved firearms
Assault with a deadly weapon	67	56	47 involved firearms

9/24 Salem, OR

"During the 1992-93 school year, the [Salem-Keizer] district expelled 21 students for bringing a gun, look-alike toy gun, knife or other weapon to school."

11/3 Chicago

"Police have found 25 guns in and around public high schools since September." ... "Last year police found 158 guns..." ... "Metal detectors caught 525 students with weapons, including guns, knives, chains and mace."

12/14 St. Louis

Reference to St. Louis public schools: "In the 1992-93 school year, the district found 17 guns—10 brought on or near school grounds by students, seven by outsiders..."

12/15 Long Beach, CA

According to Long Beach school administrators, firearm confiscations have risen gradually.

<i>School year</i>	<i>Guns seized in district</i>
1990-91	24
1991-92	30
1992-93	37

1/24/94 Wisconsin

"Five school superintendents from districts in central and western Wisconsin confirmed there were one or two gun-related incidents in their districts in the last year ... " Schools mentioned were: Black River Falls High School, Blair-Taylor High School, Onalaska High School, Arcadia High School, and Tomah High School.

1/28/94 San Jose, CA

"Police department statistics report 45 incidents involving guns on campuses from Jan. 1, 1993, through Dec. 20, 1993" Department of Education survey reported 175 incidents of guns on campuses in San Jose for the same period.

Last revised 3/9/94

SCHOOL-RELATED HOMICIDES

FOR THE

1991-1992 SCHOOL YEAR

o New York City (February 1992): Two youths were shot in the hallway of a New York City high school, while police (there were 13 school guards and 10 police officers at the school when the shooting occurred) stood 15 feet away. That evening, a friend of the slain youths shot himself in the head when a gun he was holding accidentally went off as he talked with other distraught students on the phone. He died several days later.

o New Orleans (March 1992): A 15 year old boy was shot to death in a fight at his high school about an hour before Secretary Alexander spoke at a conference in town (New Orleans).

o Los Angeles, California (March 1992): A 17 year old Dorsey High School Baseball player died of a self-inflicted gunshot wound to the head while aboard the team bus as it returned from a game. The starting shortstop was playing Russian roulette in the back of the bus.

o Chicago, Illinois (April 1992): A 15 year-old was arrested (and later--1994--convicted of killing a fellow student DeLondyn Lawson, also 15. Two other students, both 17 were injured. The shooting occurred inside Tilden High school, and was happened over a \$40 gambling debt. The perpetrator, Joseph White, fired a handgun into a crowd of students. He was subsequently convicted and sentenced to 45 years for first-degree murder, and 25 years for aggravated battery.

o Olivehurst, California (May 1992): A disgruntled former student wielding a 12-gauge shotgun and a .22-caliber rifle killed three students and a teacher, wounded 10 others and held dozens of students hostage for 8.5 hours at a high school before surrendering late Friday night. The gunman, 20 year old Eric Houston, entered Lindhurst High Schools in Olivehurst California, dressed in fatigues with bandoleers full of extra bullets across his chest. It is believed he bore a grudge against the school because he had failed a history class there that kept him from graduating in 1989.

SCHOOL-RELATED HOMICIDES

FOR THE

1992-1993 SCHOOL YEAR

o New York City, (September 23, 1992): A 15-year old sophomore and varsity football star at South Shore High School in Brooklyn was fatally stabbed yesterday afternoon by a classmate wielding a 7.5 inch dagger in a hallway fight. A 16-year old student was seized and disarmed by a dean and a security guard. After the incident the school announced that it was to be equipped with metal detectors.

o Dallas, Texas (October, 1992): The traditional rally on the eve of the Texas-Oklahoma football game turned violent as four shootings, two stabbings and two assaults left one person dead and several others injured. More than 500 police officers were on hand to maintain order.

o Los Angeles, California (October, 1992): A Paramount High School cheerleader died after she was stuck in the head by a bullet during gang gunfire. The 16-year old had been crossing the street in front of the school returning from a McDonald's restaurant to cheerleading practice. In June another high profile student was gunned down in the McDonald's when he refused to give up a compact disc player to gang members. The two-sport athlete was to have graduated the next day.

o Dallas, Texas (November, 1992): The teen-agers who shot up a crowded high school parking lot and killed a student committed three other shootings the same night, wounding three other people. Four teenagers were arrested (three boys and one girl aged 16-18). The assailants drove to a high school looking for a gang member, when they did not find him they decided to shoot the place up. 2-30 shots were fired in the parking lot where students gathered to welcome back the football team.

o San Francisco, California (November 1992): A 16-year old boy pleaded guilty to killing a Union City man who was waiting outside a high school for his daughter, who was performing in a band competition. Two other boys--one 11 and one 13--remain in custody.

o Chicago, Illinois (November 1992): A 15-year old student was killed and two others injured outside a second-floor science classroom as students crowded hallways during a break. This was the second violent death inside a Chicago public school in 10 days. Motives for the shooting remain unclear although police feel it may be related to gangs or to a dice game. Tilden has portable metal detectors but they were not used the day of the shooting.

o December, 1992 (Great Barrington, Mass.) A music student was charged with shooting to death a teacher and a fellow student and wounding four other people on the campus of the exclusive Simon's Rock College of Bard. Wayne Lo 18, of Billings Mont. was arrested for the killings. Mr. Lo, who was armed with a semiautomatic rifle appeared in court with a shaved head and wearing a sweatshirt with the name of the rock band "Sick of It All."

o December 1992 (Brooklyn, NY): The principal of a grade school in one of Brooklyn's toughest neighborhoods, a man who often took children by the hand through streets ruled by drug gangs and violence, was slain in an apparent crossfire yesterday as he searched for a missing pupil in a crime-ridden housing project. The victim, Patrick Daly, the 49-year old principal of PS 15 was out looking for a fourth grade boy who had left school in tears earlier after a fight with another 9-year old. Mr. Daly was walking on a rain slicked mall of barren concrete and grassy plots, surrounded by the dreary, red-brick sprawl of the Red Hook Houses when the gunfire began to crackle shortly before noon.

o Portland, Conn, (January 1993): A man with an extensive criminal record led the state police on a wild chase through rural central Connecticut, stealing a new car from a dealer, shooting a car salesman, crashing the car and then hijacking a school van with two children aboard before he was killed in a fierce shootout with police. A 13-year old in the van was also shot and is in critical condition.

o Los Angeles, California (January 1993): A .357-caliber magnum handgun taken to school in Los Angeles by a boy, 15, who said he feared gangs, fired accidentally in class, killing one student and wounding a second. The armed youth apologized to about 30 classmates and waited for police.

o Gloucester, Mass (Jan. 1993): A 16-year old shot himself during lunch at a high school in Gloucester, Mass. The boy had asked a number of friends to join him in the cafeteria because he wanted to make an announcement. After bantering with his friends, the student reached into his bag, pulled out a .22-caliber handgun, put it to his head, and pulled the trigger. The student later died.

o Washington, DC (February 1993): A 21-year old student was found fatally shot in a doorway of a DC high school nearly two hours after he was last seen in class. The student may have been killed in a robbery. The school--Washington Dix Street Academy--offers an alternative education program for 278 students, dropouts, from 16-38 years old. Washington-Dix uses security officers, a metal detector, doors that cannot be opened from the outside and a policy that prohibits students from leaving the campus during school.

o Los Angeles, California (February 1993): A 17-year old was shot and killed at Reseda High School by a 15-year old classmate as a

dozen teen-agers looked on. This is the second time in a month that a student has been gunned down on a Los Angeles Unified School District campus. This shooting came less than three weeks after the district launched an unprecedented program of random metal-detector spot checks for weapons. Robert Heard, a Reseda High football player confronted Michael Ensley in a corridor of the school's science building during a midmorning snack break and fired once, hitting Ensley once, as other students watched.

o Los Angeles, California (February 1993): A 17-year old was shot to death as he was driving to school with his brother and cousin. Jose Luis Lopez a senior and varsity soccer player at Century High School, was shot once in the head just before 8 am and died at the scene, two blocks from the school. A 17-year old gang member was arrested.

o Harlem, Georgia (March 1993): A high school student opened fire in a school hallway, killing one teenager and injuring another. Rodricas Gibson, 15, died after the shooting at Harlem High School. The other injured student was in surgery. A 15-year old ninth grader was arrested and taken to the Columbia County jail.

o Lawrenceville, NJ (March 1993): A 17-year old high school student was charged with homicide in the shooting at Rider College that left one man dead. The shooting occurred in the parking lot next to the Student Center about 2:30 a.m. at the end of a party in the center that was sponsored by the Phi Beta Sigma fraternity. Neither the alleged offender nor the victim attended Rider. While no alcoholic beverages were available at the party the campus weekly newspaper said there was a sense on campus that the event was "BYOB"--Bring Your Own Beer. There were beer bottles all over the parking lot.

o Dartmouth, Mass (April 1993): Three teenagers armed with a baseball bat, a billy club and a buck knife burst into a high school (Dartmouth High School) social studies classroom and fatally stabbed a 16-year old freshman. The dead student, Jason Robinson, was apparently a bystander in a feud between two groups of teen-agers who had been trading insults. While Jason's American government teacher wrestled the teen-ager with the baseball bat to the floor, another of the youths pulled out the knife and stabbed Jason in the stomach. Two of the three perpetrators attended the same high school, none had a criminal record.

o Acushnet, Mass (April 1993): Officials at Ford Middle School were talking about increasing security because of the killing in Dartmouth, Mass when a 42-year old (David Taber) entered the school carrying a 12-gauge shotgun. After witnessing the school nurse (Carole Day) shot to death in her office, the principal walked the man down the hall. When the opportunity presented itself the principal wrestled the alleged perpetrator to the floor. No motive for the killing was given. The perpetrator was sent to Bridgewater State hospital for a psychiatric evaluation.

o Chicago, Illinois (April 1993): Dantrell Davis, a 7-year old, was killed by a sniper's bullet as he walked to school with his mother.

o Irving, Texas (May 1993): Jose Balderas, 17 was fatally shot in the head in an Irving, Texas high school hallway by a classmate during a dispute over girls. A 17-year old was taken into custody a few minutes after the shooting about one block from the school, and a .38-caliber gun was found at his girlfriend's house.

o Upper Merion, Pennsylvania (May 1993): Michael Swann a student at Upper Merion High School was killed by a fellow 15-year old student. The perpetrator, Jason Michael Smith, pulled a 9mm Ruger from his book bag and shot Michael Swann as he sat in his first period biology class. The killing occurred in front of 22 other students. Mr. Smith pled guilty to third degree murder. He stated that he shot Mr. Swann because he punched and kicked him and made him look like an ass.

SCHOOL-RELATED HOMICIDES

FOR THE

1993-1994 SCHOOL YEAR

o Atlanta, Georgia (September 1993): A ninth-grade student (Marcus Taylor age 15) died after being shot in a crowded lunchroom at Atlanta's Harper High School by another student with whom he had been feuding for months. Another 10-grader was wounded in the shooting. The student was shot with a .22-caliber handgun that was obtained from home. The two students who were shot attacked the perpetrator earlier in the week. About 150 students were in the cafeteria when the shooting began.

This is the first student homicide at a metro school since 1989, when a Harper High student was fatally beaten by another student. Incidents involving guns--while still relatively rare--are an increasing concern. A recent poll by the Journal-Constitution found that one out of every three children in metro Atlanta knows someone who has brought a gun to school.

o Dallas, Texas (September 1993): A 15-year old Dallas student was fatally shot by a fellow student in a crowded hallway at Roosevelt High School. DeMarkous McLemore, known by the nickname of "Ice Cream" was shot under the chin at point-blank range in what police call a continuing dispute. A 16-year old youth, identified as the shooter, turned himself into police later in the day. The principal of Roosevelt stated that they used metal detectors--Roosevelt has two walk-through metal detectors, including one that is battery-powered, and several hand held scanning wands--virtually every day for the last two school years. However, the detectors were not in use the day of the shooting because they did not work.

This is the second incident in the Dallas area. In August (1993) a Colony High School student (located in the Lewisville school district) was shot in the shoulder at a school orientation program.

o Sheridan, Wyoming (September 1993): A man walked onto a school field today with a rifle and a handgun and started firing at children in a gym class, wounding four before killing himself. Two of the students were hospitalized, but none were seriously injured. Kevin Newman, 29, shot at random at sixth- and seventh-graders and died at a hospital later. No reason was given for the shooting, except that Mr Newman recently received a less than honorable discharge from the Navy.

o Los Angeles, California (September 1993): Felita Jerer was found dead in the breezeway on Marvin Avenue Elementary School one half hour before school was about to begin. It was unclear whether the single 36-year old woman was shot or died of an overdose.

o Hampton, Virginia (October 1993): A 16-year old junior at Kecoughtan High School was stabbed to death by a fellow student who wielded a stiletto like knife during a fight that started in the school and spilled into a parking lot. The victim, Javal Allen bled to death after he stumbled back into the school cafeteria. A teenage suspect was arrested. The fight broke out in a hallway near the cafeteria. The victim and assailant pushed one another out the school to the sidewalk outside the school, where the perpetrator pulled a knife and stabbed the victim in the neck.

o Pittsburgh, Pennsylvania (October 1993): A 15-year old West Mifflin boy was fatally stabbed at a school bus stop where he and three friends reportedly had gone to beat up a 13-year old. The victim, Michael Rozgonyi and the 13-year old had been involved in an ongoing dispute over a girl. The victim and his friends were waiting for the 13-year old when he got off his school bus. A fight ensued and the 15-year old was stabbed.

o Hazelwood, Pennsylvania (November 1993): Sean Bane, a 14-year old, 93 pound youth, was charged in the killing of a 15-year old who challenged him to a fight. The fight took place seconds after the Sean Bane got off a school bus on his way home from Gladstone Middle School in Hazelwood. Four boys including the victim, Michael Rozgonyi of West Mifflin, were waiting for him. After an altercation where several punches were thrown Sean struck the victim in the neck with a pen knife.

o New Britain, Conn (November 1993): A masked gunman shot and critically wounded a student in front of New Britain High School just before classes began. The victim, Miguel De Jesus, 18 years old, was a member of the Latin Kings street gang. He was in critical condition and near death in the hospital's intensive care unit after surgery for multiple gunshot wounds. Mr. DeJesus was returning to school for the first time after a two-week suspension for fighting, was shot as he walked into the building's entrance as school buses were arriving. He was shot by several assailants who jumped out of a car. The shooting caused a considerable amount of disruption at the school, many parents arrived to take their children home. (I believe this student died as a result of his injuries).

o Chelsea, Michigan (December 1993): A Chelsea high school teacher walked out of a meeting at Chelsea High School and came back with a gun about an hour after classes ended for the day and fatally shot the school superintendent Joseph Piasecki, 47. Wounded were Principal Ronald Mead and union representative

Philip Jones.

o Wauwatosa, Wisconsin (December 1993): Associate Principal Dale Breitlow of Wauwatosa West High School was gunned down in a second-floor hallway of the school as he begged for his life. Leonard McDowell has been charged with Breitlow's murder.

o Boston, Massachusetts (December 1993): A 16-year old Roxbury youth walking to high school was shot and killed. Louis Brown was walking to school around 7 a.m. with a group of friends when a single shot was fired from across the street striking the teen-ager in the right side. Several motives were provided for killing the English High School student. They ranged from a fight over a piece of pizza; friction between Brown and his friends and other students in school; and friction between teen-agers from two areas of Boston.

o Norfolk, Virginia (January 1994): Gerard Edwards a freshman at Norfolk State University was shot and killed while he slept in his dorm room, his roommate was also shot and is in critical condition. Another student was arrested for the murder. The shooting followed two altercations between students from Washington and students from New York.

o Atlanta, Georgia (January 1994): Three Atlanta teenagers were arrested after a high school basketball game between rivals led to a gun battle that left one student dead and three wounded. A 17-year old supporter of the visiting Mays High School team was killed and two other teens wounded in front of hundreds of students in the parking lot of a shopping mall about a mile from the game's site. Police charged two 18-year olds and a 19-year old as parties to the crime. The youths were thrown out of a packed Douglass High School gym after a fight erupted at a concession stand. The students confronted each other late in the mall parking lot.

o Los Angeles, California (January 1994): A 17-year old Hacienda Heights high school student was shot and killed on campus in a dispute that erupted half an hour after classes had ended. The shooting occurred in the school's parking lot. The victim, Benjamin Barraza, was a junior and a member of the school's junior varsity football team. The youth was shot after a car drove up and its occupants exchanged words with him.

o Seattle, Washington (February 1994): A teacher was found lying in the school hallway with a gunshot wound to the back. He later died. Neal Summers, 51, was shot around 6:20 am as he entered or was about to enter Whitman Middle School. There were no eyewitnesses to the shooting.

o Simi Valley, California (February 1994): A 14-year old Simi Valley boy was stabbed to death as he was boarding a school bus for home. The police quickly arrested a 13-year old schoolmate as the suspected killer. The victim was a ninth grader who played

baseball for the school. As he was about to board a school bus he was confronted by a fellow student who was called a "tagger" and a "wantabe" (want to be a gang member). The two students were involved in a feud that ran several weeks. The feud escalated when the alleged perpetrator stole the victims hat, it ended with a sweep of a hand and a knife to the heart.

o Fort Meyers, Florida (February 1994): A teacher who resigned citing stress fatally shot his former superintendent and then turned the gun on himself. Lee County Schools Supervisor James Adams was shot five times outside his office after greeting gunman Larry Shelton by offering to shake hands. After shooting the superintendent Mr Shelton left the building and killed himself in a nearby parking lot. Although Shelton resigned last fall from a job teaching special education, he had since applied for a new teaching position with the district.

o Detroit, Michigan (February 1994): A Detroit special education student was shot to death in Osborn High School's parking lot. Police said Steven Watkins, 19, was shot in his car while it was warming up, at about 12:10 p.m. (his brother Darll was shot to death in his car two years earlier). No motives for the shooting were provided.

o Mansfield, Conn (February, 1994): Robert Gaucher, the well-liked superintendent of Regional School District 19, hanged himself at E.O. Smith High School on Sunday evening. The hanging was ruled a suicide.

o Chicago, Illinois (March 1994): Two Harper High School sophomores were charged with the murder of a 16-year old high school student. Police said revenge was the motive for the slaying. Mensa Johnson, also a student at Harper, was shot in the head shortly before 8:00 am as he walked to school. The alleged perpetrator was a gang member who was shot earlier in a gang confrontation with Mr. Johnson's gang.

o Seattle, Washington (March 1994): Melissa Fernades, a 16-year old high school student, was killed in a drive by shooting. She was shot in the head as she stood outside her school waiting for her mother to pick her up. Seven youth have been arrested in connection with the shooting.

o San Pablo, California (March 1994): A popular 15-year old girl (Cecilia Rios), described by friends and teachers as gentle and witty, was found stripped and slain in the stairwell of a San Pablo elementary school. The discovery was made at the Edward M. Downer Elementary School, shortly before school was to start. A 17-year old acquaintance of the victim was arrested after allegedly confessing that he sexually assaulted her, stole her jewelry and a videotape--then left a red bandanna to fool police into thinking it was a gang related incident.

o Butte, Montana (April, 1994): Jeremy Bullock, 11 died a day after being shot in the head by an angry 10-year old classmate on a crowded elementary school playground in Butte, Mont. The 10-year old was being held at a psychiatric center.

Use of Metal Detectors

- o Metal detectors, of some fashion, are used in approximately ~~35%~~ of the nations 100 largest school districts. This is an increase of approximately 10% in one year.

Things to Consider--In Discussion of Metal Detectors

- o There is little scientific evidence that they have an effect on reducing the amount of weapons brought into a school. There has been ~~one~~ small study completed which indicates that they have some impact on weapons in schools but not on overall weapon carrying. (see attached study)

- o Use of metal detectors began around 1985 in Detroit. New York City was the first district to purchase metal detectors.

- o ~~They~~ They disrupt the normal operation of a school-- at Jefferson High School in New York City, a school containing approximately 1800 students, ~~scanning~~ scanning students with a hand held device, took two and one-half hours. The process was handled by 40 school police officers.

- o The operation of detectors are costly and take away from other needed educational needs--The costs for an actual metal detector range from ~~\$3,000~~ for a walk-through system, to \$20,000 for a walk-through system with scanner (without the scanner book bags, purses, etc. need to be examined individually. A hand-held unit costs approximately \$200. The hiring and training of security personnel needed to operate these systems is extremely costly. New York City is expanding the use of metal detectors from 15 schools to 40 schools (by September 1992). The increase in utilization will cost an additional \$28m.

- o Metal detectors provide a false sense of security--The Center for Handgun Violence, as well as other security officials, acknowledge that metal detectors can be easily beat. Students learn about other avenues of access to school (not protected with a detector) or when the detectors are in use.

- o Metal detectors do not solve anything--the problem of violence is merely displaced, from the school to the school yard or the community.

Alternatives to Metal Detectors

- o Strong policies, that are equitably adhered to, regarding the possession of weapons.
- o Programs that teach students how to peacefully resolve conflict.
- o In cooperation with state and local officials establishment of Weapons-Free Zones as well as Drug-Free Zones.
- o Development of Safe Haven programs which provide variety of services to individuals.

Issues and Trends

WEAPONS

Despite evidence that they do little to prevent violence on campuses, metal detectors increasingly are the choice of school officials seeking to insure safe schools.

Fighting A War On Weapons

**By
Jessica
Portner**



As reports of youth violence mount and school campuses in some areas come to resemble miniature battlegrounds more than centers of learning, school districts are increasingly banking on modern technology to help them solve their troublesome security problems.

Nearly 35 percent of the nation's 100 largest urban school districts currently use metal detectors, up from 25 percent last summer, according to the National School Safety Center in Westlake Village, Calif.

Yet, while many districts are enthusiastically embracing the technology, little scientific evidence exists to suggest that such devices have any effect on reducing the presence of weapons or the number of violent incidents on school grounds.

In fact, there is a disturbing lack of evidence that the metal detectors—whether they be walk-through archways or hand-held scanners—have any effect at all, says Ronald Stephens, the president of the N.S.S.C.

Nevertheless, the pace of acquisition is accelerating. No exact figures have been collected on how much school districts spend each year on metal detectors, but the industry is booming, thanks in part to increased purchases from schools, manufacturers say.

The buying boom is also likely to continue. The U.S. House of Representatives recently approved the "safe schools act," which includes up to \$17 million in federal grant money for school security.

Detroit in 1985 became the first district to begin random metal-detector sweeps conducted by a local security company. In 1987, New York City became the first district to purchase metal detectors; it was followed shortly by Chicago. Last month, the Kansas City, Mo., school board began outfitting all its 44 high schools and middle schools with metal detectors at a total cost of \$77,000. The board acted after an incident in which two students accidentally shot themselves at school with their own guns.

The Dallas Independent School District will triple the number of walk-through metal detectors in high schools next semester, following two fatal shootings at school shortly after classes began this fall.

School officials in Dade County, Fla., recently hired a security company to conduct random daily metal-detector searches at 80 high schools. The effort will cost \$163,428 through the end of the school year.

After three separate fatal shootings outside local high schools this fall, General Superintendent Arge K. Johnson of the Chicago public schools pledged to provide metal detec-

tors free to any high school that wanted them. All but 14 of the 72 high schools accepted.

May Not Reduce Crime

But the only study to evaluate the effectiveness of metal detectors in schools suggests that these districts may have made a bad investment.

Metal-detector programs in schools "may help reduce, but not eliminate," the number of students carrying weapons to and from school, researchers from the U.S. Centers for Disease Control and Prevention reported this fall. But school-based metal detectors "have no apparent effect on the number of injuries, deaths, or threats of violence" on school grounds, the study concluded. The study was based on a survey of 9th- through 12th-grade students in the New York City public schools.

"It's easy to go with a metal detector, but long-term solutions have to go beyond technology measures," says Richard Lowry, the study's primary author.

Another report published last month by the Educational Fund to End Handgun Violence calls the efforts to date to curb the flow of guns into schools "largely ineffective." Relying on reports from educators, the authors charge that metal detectors "provide little resistance to a determined student bent on wreaking havoc."

Logistical Nightmare

Politicians and school boards are naturally attracted to metal detectors because they provide a tangible solution to a seemingly intractable problem. On an average day, studies suggest, 100,000 students across the country carry a gun to school, and educators want to believe their schools are safe.

Most schools buy the walk-through models, commonly found in airports and prisons, which can cost up to \$2,500 each, or hand-held scanners or "wands," which typically sell for less than \$200 apiece.

Last month, Frederica Wilson, a school board member in Dade County, said at the launching of the surprise metal-detector sweeps in her district that "we are sending a message home, and that is, 'It's time to shape up.'"

But Peter D. Blauvelt, the president of the National Association of School Safety and Law Enforcement Officers, says: "The schools do this out of desperation. The public and the politicians demand it, and the schools feel they have to do something."

School districts, he says, must spend at least \$100,000 to put metal detectors in all their schools, or the impact is



Donovan Collins mans the archway metal detector at Edison Middle School in Dallas. The district will triple the number of walk-through detectors in its high schools next semester, following two fatal shootings this fall.

dubious. "It's the wrong technology for the environment," he argues.

Metal detectors pose a vexing problem for schools partly because of the way schools are built; their multiple entrances and exits make them difficult to monitor.

Wesley Mitchell, the chief of police for the Los Angeles Unified School District, purchased 350 hand-held detectors last spring for the district's high schools and middle schools. He says the wand scanners, which are used only for special events at selected schools, work better than archways because the bungalows and long fences typical of schools in the district make it difficult to completely secure the campuses.

"Kids know how to beat the system," Mitchell says.

Latoya Williams, a 6th grader at Garnet-Patterson Middle School in Washington, says that her classmates don't pay much attention to their school's walk-through metal detector.

"It's dumb because [the alarm] goes off when people don't have a knife," she says. "And, sometimes, they get in even when they have knives and guns."

"You're never going to be able to prevent or be 100 percent sure that weapons aren't in school," acknowledges Karen Hinton, a spokeswoman for the District of Columbia public schools, which placed walk-through detectors in 31 of the city's schools last year.

Some school buildings in the district have 80 entrances, but students are randomly searched as they pass through one door of the building, Hinton says.

"It's not like an airport," she explains. "You've got 300 kids walking in at 8:45 A.M. If you stopped every kid, it'd be noon before you started class."

Arthur Tarvardian, the assistant principal at Steinmetz High School in Chicago, rejected the district's offer of archway metal detectors because he says it would be a "logistical nightmare" to have students walk through the machines every morning. "It would take hours, and we couldn't disrupt the entire school day," he says.

But in Kansas City, where 20 students were expelled for carrying guns in school last year, the security chief says schools often have to choose technology over manpower.

"Otherwise, you'd have to use 5,000 police officers to hand-search every kid who went in," says Robert L. Livingston, the district's director of safety and security.

Personnel, Training Woes

But even using modern equipment, school security is a labor-intensive activity.

Schools must constantly grapple with the lack of personnel available to operate the detectors. Assistant principals, teachers, and sometimes even older students are enlisted to monitor the points of entry.

Floyd M. Banks, the principal of Chicago's Dunbar High School, says he refused to install metal detectors at the school partly because their use would take personnel away from supervising the corridors and lunchrooms. Banks chose to use video surveillance instead.

Manufacturers, who advertise at education conventions and publish how-to manuals for schools, admit that metal detectors are not very effective in schools, in part because school workers are not adequately trained to use them.

There is a need for more consumer information on metal detectors and courses on how to handle a student with a weapon, Stephens of the school-safety center says.

"Teachers did not see this in their training manual," he notes.

Only 274 of the nation's more than 15,000 school districts have security directors. And most schools have limited knowledge of security practice, according to Mal Schwartz, the president of Friskem Infernetics Inc., a leading metal-detector manufacturer in Wilmington, Del.

"Security doesn't come easy, and schools want to buy a box with a ribbon on it and have security," Schwartz says. "It doesn't happen that way."

To do it properly, schools should set up a security committee, make sure every entrance and exit is monitored, and set up a rotation schedule for school officials or security officers to operate the detectors, Schwartz advises.

Like a Prison

Designed to protect all the school's occupants, metal detectors necessarily place restrictions even on the vast majority of students who are law-abiding. Since metal detectors were first used in schools, two lawsuits have been brought against schools that involved metal detectors, according to the American Civil Liberties Union. Many experts believe the widespread use of detectors will eventually precipitate more legal action.

Generic searches of students may be considered unconstitutional in some jurisdictions, according to Bernard James, the special counsel for the N.S.S.C. Some federal courts, he says, may hold that the searches violate the Fourth Amendment to the U.S. Constitution, which protects against unreasonable searches and seizures.

If a school has had incidents involving weapons, then use of metal detectors would likely be considered lawful, he says.

But if the school has had no weapons-related outbreaks, use of the devices would be suspect, he adds.

"The laws were not set up to deal with proactive metal-detector searches," James says.

He suggests that schools not scan students in public, but in a way that preserves their dignity.

Some school officials also believe the devices themselves send the wrong message to students.

"Some say it's a deterrent, but it works on a kid's psyche in other ways," says Banks of Dunbar High School. "They feel they're going into a prison instead of a school."

The superintendent is not thrilled that the schools have them, because it sets up a jail-like atmosphere in a place that's supposed to be an institution of learning," says David Rudd, a spokesman for the Chicago public schools. "But we need to make sure school is a safe haven."

The security tools themselves can actually have a detrimental effect on a student's welfare, some principals contend.

"They give us a false sense of security," says Tarvardian of Chicago's Steinmetz High, "because metal detectors can't guarantee anything."

Nevertheless, some officials believe the devices work.

C.W. Burruss, the director of safety and security for the Dallas school district, believes the detectors he bought in 1991 are having an effect. With a limited number of metal detectors in place, school officials confiscated 155 guns and knives on or near school property during the first year. The previous year, the figure was 161. With the expansion under way, Burruss expects further gains.

Burruss acknowledges that confiscation rates can be read two ways. Higher rates mean the detectors are keeping weapons out of school; lower rates suggest fewer students attempt to come armed to class.

The Dallas district, like others nationwide, is moving to develop crime-prevention tools as alternatives to detectors.

For example, the district is building 15 schools that have been designed with security in mind. The new structures will lack the nooks and crannies where students can hide weapons and will feature built-in metal sensors on doors and special windows that are harder to open.

The security chief calls it "modern crime prevention through environmental design."

"You have to use an assortment of cameras and metal detectors until you can change attitudes," Burruss argues.

'One Arrow in a Quiver'

Even educators who endorse the use of metal detectors acknowledge that the devices are not a cure-all for school violence.

"The use of metal detectors should be only one arrow in a whole quiver of strategies to address the problem of weapons at school," William Modzeleski, the director of drug planning and outreach for the U.S. Education Department, told a gathering of state policymakers this fall.

Crisis intervention, crime prevention, and conflict-resolution classes must be combined to address this crisis, school leaders say.

"We need to empower students with nonviolent strategies so they can deal with the problem in nonviolent ways," Stephens of the school-safety center says.

The Los Angeles district has set up a telephone hot line for students to confidentially report someone who is bringing a weapon to school. Teachers and administrators should work with students because it is rare that a student doesn't tell a friend that he has a gun, says Larry R. Hutchins, the deputy chief of police for the district.

In Kansas City, the district has a "youth court" where students have mock trials in which their "crimes" are judged by their peers. Teachers hope the program will instill in them a sense of crime and punishment that will carry over into the rest of their lives.

One controversial idea that is gaining support is enrolling students who have been caught with weapons on campus in special alternative schools, rather than expelling them and running the risk they will get into more trouble on the streets. Some schools use adult volunteers as campus monitors and mentors.

"We have to work with people and hope [students] understand that the solution is not to kill someone," Tarvardian says.

But, he notes, schools cannot be primarily responsible for fixing the problem of youth violence. Reducing accessibility to weapons is something parents, the community, and lawmakers must address together.

Schools reflect the society in which they are found, and until violence in society is addressed, school leaders say, very little will change in the schools.

'Metal detectors are not a panacea here'

But devices send 'a clear message'

By Gail Hagans
STAFF WRITER

Long Middle School Principal Leviticus Roberts has been in the education business for 35 years but he never thought it would come to this.

Most of his 900 students begin their school day by filing through standing metal detectors. As they enter either the cafeteria or gymnasium each morning, the gray metal machine lets out a high-pitched beep and Roberts must ask his young charges to open their book bags and empty their pockets.

"Hold it," Roberts said to a student Thursday morning, bringing the line almost to a standstill.

"It's my instrument," the honors student tells Roberts when he is stopped. He shows no expression as he and his trombone are waved through. Another beep. This time it's a flute. Beep, beep, beep. It's a clarinet.

Only one outlawed item has been seized since the machines went into operation last month — a small, lime-green cigarette lighter.

The Atlanta schools' pilot program includes four other sites — Harper, Washington and George high schools and Kennedy Middle School — where metal detectors are being installed this year.

Many students and parents at Harper and Long are supportive of the units. None say they feel imprisoned or discouraged about having the equipment at school.

"The metal detectors are not a panacea here just as they aren't a panacea in airports," Roberts

said.

They do, however, "send a clear message to students that there will be zero tolerance for weapons," he said. "The units contribute to a strong sense of security among the students and the staff."

Students and school administrators are happy to finally have the machines but admit there are a number of ways weapon-toting individuals can get around them.

"I think it's good to have them," says eighth-grader Reginald Driskoll, "especially if someone got into a fight or something. With the metal detectors, the adults can cut the weapons out before they get into the school.

"There are still some students scheming, though," Reginald says. "There are still some who will try to see what they can get away with."

When asked how people can

circumvent the machines, some students pointed out that guns and knives can be hidden under shrubbery for retrieval later, and others can sneak weapons in after the detectors are disassembled around 8:45 each morning.

Others say they never felt threatened or unsafe in the first place and the high-security machines don't affect them at all.

While the machines have worked successfully without taking away from instructional time, the school staff has had problems with the detectors' sensitivity. If the sensitivity meter is too high, anything could set it off. If it's too low, anything could get through.

"The machines are not designed for schools," Roberts said, "They carry purses, book bags, spiral notebooks and their gold jewelry, zippers, even eyelets on their tennis shoes can set it off."

**School Systems Represented by the Council of the Great City Schools
Use of Metal Detectors**

January, 1994

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Anchorage School District 4600 DeBarr Avenue P. O. Box 196614 Anchorage, AK 99519-6614	Mike Fullerton 907/348-5180	2	85	All 85 schools (K-12) use the walk throughs; 2 hand held as needed
Atlanta Public Schools 210 Pryor Street, S.W. Atlanta, GA 30335 404/827-8000	Sergeant Pascal 404/827-8148	24	6	All detectors used as needed among the 23 secondary schools
Baltimore City Public Schools 200 East North Avenue Baltimore, MD 21202 410/396-8700	John Wallace Asst. Chief 410/396-8588	NONE		
Boston Public Schools 26 Court Street Boston, MA 02108 617/635-9000	John Sisco Police Chief, Security 617/635-8000	200	3	3 walk throughs are used at K-12 Alternative schools; hand held are used upon request at the high schools
Buffalo Public Schools 712 City Hall Buffalo, NY 14202 716/851-3500	Mr. Liebman	23		All security officers carry the hand held--used when needed

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Chicago Public Schools 1819 W. Pershing Road Chicago, IL 60609 312/890-3700	Nathalia Walker Dir. of Security 312/535-4990	HAS NOT RESPONDED		
Cincinnati Public Schools 230 East Ninth Street Cincinnati, OH 45202	Robert Morgan Assoc. Director 513/369-4652	22	5	On Jan. 10 Board meeting, approved 2 hand held per secondary school (22) and 5 walk throughs to use on sites as needed. Also 4 response team personnel from security office will carry hand held.
Cleveland Public Schools 1380 East Sixth Street Cleveland, OH 44114 216/574-8000	Hugh Forey Manager, Field Services 216/574-8552	NONE		
Columbus Public Schools 270 East State Street Columbus, OH 43215 614/365-5000	Beverly, Security 614/365-5877	NONE		
Dade County Public Schools 1450 N. E. Second Avenue Miami, FL 33132 305/995-1420	Mr. Malone 305/757-0514	Security Company		Dade County hired an outside security company of two teams of four persons. The team randomly selects 8 secondary schools daily (out of 90) to monitor with hand held metal detectors. Security company has walk throughs they will use for athletic events.

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Dallas Independent Schools 3700 Ross Avenue Dallas, TX 75204 214/824-1620	Lieut. Donovan Collins 214/565-6620	2-3 per school	137	4 walk throughs are used at every high school and 2 at each middle school. Their task force has 6 walk throughs.
Dayton City School District 348 West First Street Dayton, OH 45402 513/461-3002	Dean Miller 513/262-2739	12	12	Each secondary school (12) has one walk through and one hand held detector
Denver Public Schools 900 Grant Street Denver, CO 80203 303/837-1000	Gil Shannon 303/764-3475	NONE		
Detroit Public Schools 5057 Woodward Avenue Detroit, MI 48202 313/494-1000	Mr. Gray 313/873-2100	20+	90	90% of the high schools (90) have walk throughs used daily.
East Baton Rouge Parish School Board 1050 South Foster Drive P. O. Box 2950 Baton Rouge, LA 70821 504/922-5618	Charles Young Supervisor 504/922-5627	12		32 secondary schools - trying to get more detectors
El Paso Independent School District 6531 Boeing Drive El Paso, TX 79925 915/779-3781	Chief Jada 915/779-4470	1		Used at request or target area. In the process of trying to get more

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Fresno Unified School District Tulare and M Streets Fresno, CA 93721 209/441-3000	Mr. Rodriguez Student Services 209/441-3310	?		Does not know number of metal detectors; uses hand held randomly in 10 high schools
Houston Independent School District 3830 Richmond Avenue Houston, TX 77027 713/892-6000	Lloyd Choice Operations 713/892-6800	HAS NOT RESPONDED		
Indianapolis Public Schools 120 East Walnut Indianapolis, IN 46204 317/226-4411	Jack Martin 317/226-4669	15	2	All secondary schools (25) are randomly checked; walk throughs are used at extra- curricular activities.
Jacksonville Public Schools 1701 Prudential Drive Jacksonville, FL 32207 904/390-2115	Mr. Harrington 904/390-2125	100		44 schools with approximately 2-5 per school.
Long Beach Unified School District 701 Locust Avenue Long Beach, CA 90813 310/436-9931	Joe Ramero Operations 310/436-9931	5		One hand held per high school (5)
Los Angeles Unified School District 450 North Grand Avenue Los Angeles, CA 90012 213/625-6000	Deputy Chief Hutchins 213/625-6691	305		Two hand held at each secondary school

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Memphis City School System 2597 Avery Avenue Memphis, TN 38112 901/454-5200	Bob Raby, Security 901/325-5773	4		Used only two to three times at two schools. Memphis City Schools has 58 secondary schools. Mr. Raby wanted to mention that they had a local crime stopper "Weapon Watch" that started in November 1993, whereby students call anonymously to report students with weapons. There is a \$50 reward. As of mid-January 1994, there had been 50 weapons recovered--very few request reward.
Milwaukee Public Schools 5225 West Vilet Street Post Office Drawer 10K Milwaukee , WI 53201 414/475-8393	Derrick Brewer Asstant Director Div. of School Safety 414/345-6635	24	2	160 building facilities (K-12); detectors used randomly.
Minneapolis Public Schools Special School District #1 807 N. W. Broadway Minneapolis, MN 612/627-2010	Don Haydon Director of Facilities 612/627-2085	NONE		
Metropolitan Nashville Public Schools 2601 Bransford Avenue Nashville, TN 37204 615/259-8400	Peggy Stewart 615/259-8747	NONE		
New Orleans Parrish School Board 4100 Touro Street New Orleans, LA 70122 504/286-2868	Mr. Lindsey Payne 504/286-2933	36 +		1 or 2 per secondary school. Each of the 36 schools order their own.

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
New York City Public Schools 110 Livingston Street Brooklyn, NY 11201 718/935-2800	Robert Tumin 212/979-3300	204+	1	Uses 2 X-ray baggage machines at 51 sites full time and 10 sites part time; uses 4-6 hand held at each site; walk through used at one school only
Norfolk Public Schools 800 East City Hall Avenue P. O. Box 1357 Norfolk, VA 23510 804/441-2237	Barry Hilton 804/441-2811	60		4 hand held at each secondary school (15).
Oakland Unified School District 1025 Second Avenue Oakland, CA 94606 510/836-8200	Harold Boutte Police Services 510/836-8450	6		Used at sporting events only; 21 secondary schools
Omaha Public Schools 3215 Cuming Street Omaha, NE 68131 402/554-6200	Ron Burmood 402/557-2700	NONE		
The School District of Philadelphia 21st Street South of the Parkway Philadelphia, PA 19103 215/299-7823	Mr. Potochnak 215/875-3611	Approx. 200		2-5 per school in all 80 secondary schools
Phoenix Union High School District 4502 North Central Avenue Phoenix, AZ 85012 602/271-3141		NONE		

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
Pittsburgh Public Schools 341 S. Bellefield Avenue Pittsburgh, PA 15213 412/622-3600	Stan Rideout 412/622-3520	50	9	2 hand held at each of the 25 secondary schools; one walk through at each of 3 schools - 2 walk throughs used at football games
Portland Public Schools P. O. Box 3107 Portland, OR 97208 503/249-2000	Lieut. Hollingsworth 503/331-3307	3		Do not use on a regular basis--probably have not used them in 1 year; 28 secondary schools
Rochester City School District 131 West Broad Street Rochester, NY 14614 716/325-4560	Superintendent's Office 716/262-8378	NONE		
St. Louis Public Schools 911 Locust Street St. Louis, MO 63101 314/231-3720	Sam Miller Special Services 314/865-4550 ext. 250	32		4 hand held at each of the 8 high schools
St. Paul Public Schools 360 Colborne Street St. Paul, MN 55102 612/293-5150	Kuldip Bassi 612/228-3600	NONE		
San Diego Unified School District 4100 Normal Street San Diego, CA 92103-2682 619/293-8418	Terry Mitchell 619/293-8050	NONE		

<u>School District</u>	<u>Contact</u>	<u>Metal Detectors</u>		<u>Comments</u>
		<u>Hand Held</u>	<u>Walk Through</u>	
San Francisco Unified School District 135 Van Ness Avenue San Francisco, CA 94102 415/241-6000	Linda Davis Deputy Superintendent Business Services 415/241-6009	NONE		
Seattle School District #1 815 Fourth Avenue North Seattle, WA 6000	Mrs. Fouts 206/298-7620	34		1 hand held in middle schools (10) and 2 in every high school (12)
Toledo Public Schools Manhattan and Elm Streets Toledo, OH 43608 419/729-8200	Brad Snow 419/729-8200	8	2	Security office uses hand held when requested; walk throughs are used at extracurricular activities; 16 secondary schools
Tucson Unified School District P. O. Box 40400 1010 East Tenth Street Tucson, AZ 85717-0400	Warren Ellison Security 602/628-2395	4		Used on request--only received 2 months ago--never been used; 29 secondary schools
Tulsa Public Schools P. O. Box 470208 Tulsa, OK 74147-0209 918/745-6800	Jack Arnold 918/745-6450 ext. 450	NONE		
District of Columbia Public Schools 415 12th Street, N.W. Suite 1209 Washington, DC 20004 202/724-4222	Billy Rogers 202/767-7514	128 +	30	2-3 hand held per secondary school (64); walk throughs are used at athletic events

mdetect

October 21, 1993

Note to Tom Payzant:

Subject: Review of Center for Disease Control's Study on
Violence-Related Attitudes and Behaviors of High School
Students--New York City, 1992

The Center for Disease Control and Prevention just released (October 15, 1992), a study on violence-related attitudes and behaviors of high school students. The study was conducted among high school students attending New York City public high schools--academic, vocational, and alternative schools--in June 1992 (9-12th graders). Among the findings of the study were:

- o During the 1991-1992 school year, 36.1% of all 9th -12th grade NYC public school students surveyed reported being threatened with physical harm, and 24.7% were involved in a physical fight anywhere (including home, school, and neighborhood).
- o Overall, 21% of students reported carrying a weapon such as a gun, knife, or club anywhere 1 or more days during the 30 days preceding the survey. 16.1% of students reported carrying a knife or razor; and 7% reported carrying a handgun.
- o Rates for violent and potentially dangerous behaviors were substantially lower inside the school building and going to and from school. These rates were: being threatened, 14.4%; carrying a weapon 12.5%; carrying a knife or razor, 10%; being involved in a physical fight, 7.7%; and carrying a handgun, 3.7%.
- o Students who attended schools with metal detector programs (18% of the students) were as likely as those who attended schools without metal detector programs to have carried a weapon anywhere (21.6% versus 21.2%), but were less likely to have carried a weapon inside the school building (7.8% versus 13.6%) or going to and from school (7.7% versus 15.2%). The decrease in school-related weapon carrying reflected reductions in the carrying of both knives and handguns. The presence of school-based metal detectors had no apparent effect on the prevalence of threats and physical fights in any location.

↓ The findings of this study suggest that school-based metal detector programs may help to reduce, but not eliminate, weapon-carrying in schools and to and from schools.

SCHOOL CRIME AND VIOLENCE STATISTICAL REVIEW

**National School Safety Center
Pepperdine University
Malibu, CA 90263
805/373-9977**

The National School Safety Center is a partnership of the U.S. Department of Justice, the U. S. Department of Education and Pepperdine University.

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**Ronald D. Stephens, Executive Director
George Butterfield, Deputy Director
June Lane Arnette, Project Editor**

Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Departments of Justice or Education, or Pepperdine University.

March 1994

Notable School Crime and Violence Statistics

1994: National School Boards Association
Best Practices Series
Violence In the Schools: How America's School Boards Are Safeguarding Your Children

Contact Information: Kristen J. Amundson, Author
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
703-838-6722

720 affiliate school districts responded to this survey.

- 82% of schools report increasing violence over last 5 years.
- 60% reported weapons incidents.
- Three-fourths reported that their school had dealt with violent student-on-student attacks last year, 13% reported a knifing or shooting.
- 15% of schools report the use of metal detectors.
- Respondents report using the following methods for dealing with violence:
 - 78% - suspension
 - 76% - student conduct/discipline code
 - 73% - collaboration with other agencies
 - 71% - school board policy
 - 66% - alternative programs at schools
 - 62% - staff development
 - 61% - conflict resolution/mediation training/peer mediation

1993: National Institute of Justice
Office of Juvenile Justice and Delinquency Prevention
Gun Acquisition and Possession in Selected Juvenile Samples
Contact Information: ***Research In Brief, December 1993***
Juvenile Justice Clearinghouse
1-800/638-8737

This study of juvenile possession of firearms is drawn from voluntary questionnaires anonymously completed by 835 male serious offenders incarcerated in 6 juvenile correctional facilities in 4 states and 758 male students in 10 inner-city schools near the facilities. Both students and inmates came from environments marked by crime and violence. Because the study focused on serious juvenile offenders and students from schools in high-risk areas, the results are not generalized to the entire U.S. population.

- 83% of inmates and 22% of the students possessed guns.
- 55% of inmates carried guns all or most of the time in the year or two before being incarcerated; 12% of the students did so, with another 23% carrying guns now and then.
- The firearms of choice were high-quality, powerful revolvers, closely followed by automatic and semiautomatic handguns and then shotguns.
- Most of those surveyed thought it would be easy to acquire a gun. Only 13% of inmates and 35% of students said it would be a lot of trouble or nearly impossible.
- When asked how they would get a gun, 45% of the inmates and 53% of the students would "borrow" one from family or friends; 54% of the inmates and 37% of the students said they would get one "off the street."
- The main reason given for owning or carrying a gun was self-protection.

1993: Cognosys Corporation
"School-based Violence: Growing problem in all schools, not just inner-city"
Contact Information: Bayard Brewin
Cognosys Corporation
429 West Durham Street
Philadelphia, PA 19119
215/247-7890

Survey of 3,324 schools nationwide conducted during Spring 1993 found school violence to be a significant and growing problem across all U.S. school populations, regardless of ethnic composition, population size and school location. The survey requested each respondent to assess their school's progress in dealing with the issue of violence across seven specific categories and three response strategies, including conflict between ethnic groups and gangs, the absolute and relative rates of student dismissals and suspensions as a result of school violence, and the community's involvement in resolving the problem. The assessment was two-part: whether the category was a "small" or "large" problem at their school during the 1993 school year, and whether it was "improving" or "worsening" during the 1993 school year as compared to the previous year. Respondent schools reported failing progress in turning back the tide of in-school violence, regardless of category.

- Most common transgressions were individual violence between students (reported as a problem by 88% of the overall respondents and as a large one by 20%).
- Least common transgressions were violence by groups of students against teachers (30%).
- Most schools did report present and increasing problems involving other forms of violence, including gang violence and incidents between members of different ethnic groups.
- The majority of schools reported little call or need for school/parent or school/community meetings on the subject of school violence.

1993: *USA WEEKEND*
National Association of Secondary School Principals

Contact Information: *USA WEEKEND*
Leslie Ansley, Reporter
1000 Wilson Blvd.
Arlington, VA 22229

The results of this unscientific survey are based on the written answers of 65,193 sixth through twelfth-graders who responded individually or as classes to a questionnaire printed in the April 23-25, 1993 issue of *USA WEEKEND*, in the *Classline Today* teaching plan, and distributed by the National Association of Secondary School Principals. The results of the survey appeared in the August 13-15, 1993 issue of *USA WEEKEND*.

- Overall, 37% of students don't feel safe in school.
- 50% know someone who switched schools to feel safer.
- 43% of public school students avoid school restrooms; 20% avoid hallways; and 45% avoid the school grounds.
- 26% of girls and 49% of boys were hit during the previous year at school.
- 27% of girls were harassed during the previous year.
- 63% of students say they would learn more if they felt safer.
- 47% say teachers spend at least half of their class time disciplining students.
- 55% of students in grades 10-12 know weapons are regularly carried to school.
- 79% say violence is caused by "stupid things like bumping into someone." Followed by, in order: boyfriend-girlfriend disputes, outsiders, racism and gangs.
- 42% think the single best safety improvement would be to send bad kids to special schools.

1993: Gallup Organization and Phi Delta Kappan
"25th Annual Gallup Poll of the Public's Attitude toward the Public Schools"
Contact Information: Gallup Organization - 609/924-9600
Phi Delta Kappan - 800/766-1156

Survey polled 1,306 adults (those over the age of 18) during May and June 1993.

- For the third year in a row, highest priority was assigned by the respondents to the sixth national goal for education: making sure that, by the year 2000, every school is free of drugs and violence and offers a disciplined environment conducive to learning.
- Lack of school funding followed by drug use and lack of discipline are the most frequently mentioned problems with which the local public schools must deal.
- In the past 25 Gallup polls, lack of discipline was cited as one of the top problems facing public schools, and as the No. 1 problem for 16 of the 25 polls.

1993: Centers for Disease Control
Morbidity and Mortality Weekly Report
"Violence-Related Attitudes and Behaviors
of High School Students — New York, 1992"

Contact Information: Editor, MMWR Series
Mailstop C-08
Centers for Disease Control and Prevention
Atlanta, GA 30333
404/332-4555

A self-administered questionnaire was given to a representative sample of students in grades 9 - 12 in the New York City Public Schools during June 1992. In addition to the following statistics, the survey also measured violence-related attitudes with regard to effective ways to avoid fights.

- 36.1% of the students reported being threatened with physical harm, and 24.7% were involved in a physical fight anywhere including home, school and neighborhood.
- 21% of the students reported carrying a weapon such a gun, knife or club anywhere one or more days during the 30 days preceding the survey; 16.1% reported carrying a knife or razor, and 7% reported carrying a handgun.
- Rates for violent and potentially dangerous behaviors were substantially lower inside the school building and when going to or from school: being threatened, 14.4%; carrying a weapon, 12.5%; carrying a knife or razor, 10%; being involved in a physical fight, 7.7%; and carrying a handgun, 3.7%.
- Students who attended schools with metal detector programs (18%) were as likely as those who attended schools without metal detector programs to have carried a weapon anywhere but were less likely to have carried a weapon inside the school building (7.8% versus 13.6%) or going to and from school (7.7% versus 15.2%).

1993: Metropolitan Life Insurance Company
***The Metropolitan Life Survey of The American Teacher, 1993:
Violence In America's Public Schools***

Contact Information: Louis Harris and Associates, Inc.
630 Fifth Avenue
New York, NY 10111
(212) 698-9600

This national survey polled 1,000 teachers and 1,180 students in grades 3-12 and 100 police officials during the fall, 1993.

- 23% of students and 11% of teachers have been victims of violence in and around schools.
- Boys were twice as likely as girls to have been victims of violence (30% to 16%).
- About 22% of boys and 4% of girls said they had carried guns or knives to school.
- 6% of the boys and 1% of the girls said they had threatened someone with a knife or gun in or near school.

1993: Metropolitan Life Insurance Company
***The Metropolitan Life Survey of The American Teacher 1993
Teachers Respond to President Clinton's Educational Proposals***

Contact Information: Louis Harris and Associates, Inc.
630 Fifth Avenue
New York, NY 10111
(212) 698-9600

This survey is based on interviews with a nationally representative sample of 1,000 teachers, conducted from January 25 through February 8, 1993.

- 60% of teachers think the federal government should consider putting more police officers on the streets in high-crime areas where schools are located.
- A majority of 54% of teachers think the government should hire more security personnel at violence-ridden schools.
- 86% of teachers think that parents should be penalized through fines or some other mechanism if they allow their child to be chronically truant.
- A majority of teachers (54%) say their highest priority in public education policy in the next few years should be strengthening parents' roles in their children's education.

1993: The Harvard School of Public Health and the Joyce Foundation, Chicago, Illinois
***A Survey of Experiences, Perceptions, and Apprehensions
about Guns Among Young People in America***

Contact Information: The Joyce Foundation LH Research
312/782-2464 1270 Avenue of the Americas
New York, NY

212/332-2950

Between April 19 and May 21, 1993, 2508 students were surveyed in 96 public and private elementary, middle and senior high schools (grades 6 - 12).

- 15% say they have carried a handgun on their person in the past 30 days, and 4% say they have taken a handgun to school this past year.
- 9% say they have shot a gun at someone else.
- 11% say they have been shot at by someone with a gun during the past year.
- 22% say they would feel "safer" having a handgun on their person if they were going to be in a physical fight.
- 39% know someone personally who has either been killed or injured from gunfire.
- 59% say they could get a handgun, "if I wanted one." Two in three who know where to get a handgun say they could get one within a 24-hour period.

1993: National Rifle Association
Luntz Research and Strategic Services
Contact Information: Mike Dabadie, Luntz Research and Strategic Services
1000 Wilson Blvd., Suite 950
Arlington, VA 22209
703/358-0080

The survey, conducted during June 1993 by a Washington-based political polling firm and commissioned by the National Rifle Association, was based on responses by 1,000 adults, 40% of whom had children under age 18 living with them.

- 31% of adults surveyed agreed that they worry about gun violence as they send their children off to school.
- 20% of those surveyed said their children had expressed concerns about the presence of guns in their schools.
- 12% said their children were less eager to attend school because of their fears for physical safety.
- 11% said their children had reported seeing a handgun in school.

1993: National Institute on Drug Abuse
University of Michigan Institute for Social Research
"National High School Senior Survey - Monitoring the Future"
Contact Information: National Institute on Drug Abuse - 301/4436245
Institute for Social Research, University of Michigan - 313/763-5043
National Clearinghouse for Alcohol and Drug Information - 800/729-6686

Approximately 2,600 seniors in approximately 120 to 140 public and private high schools throughout the U.S. except Hawaii and Alaska respond to this survey each year. This one is the 17th in an annual series begun in 1975.

- The proportion of high school seniors who said they had used drugs within the last year dropped to the lowest figure since the surveys began (27%).
- Current use of cocaine by high school seniors decreased from 2.8% in 1989 to 1.3% in 1992.
- Lifetime prevalence rates for crack are down significantly to 2.6% in 1992. The figures for 30-day prevalence are 1.3% in 1987, 1.6% in 1988, 0.7% in 1991, and 0.6% in 1992.
- 17.2% of high school seniors are daily smokers.
- 51.3% of high school seniors had used alcoholic beverages in the last month.

1993: Center to Prevent Handgun Violence
Kids Carrying Guns: Loopholes in State and Federal Firearms Laws
Contact Information: Dennis Henigan
Center to Prevent Handgun Violence
1225 Eye Street, NW, Suite 1100
Washington, D.C. 20005
202/289-7319

The Legal Action Project of the Center to Prevent Handgun Violence reviewed state laws to determine if the states of Arizona, Kansas and Colorado were unique in permitting open possession of guns by minors. The study concentrated on handguns because of the high use in crime and their popular appeal to juveniles. Major findings include:

- Although many states limit the carrying of *concealed* weapons, the majority of states fail to ban the *open possession* of handguns by all persons under 21.
- Only 13 states and the District of Columbia directly prohibit all minors under 21 from openly carrying handguns.
- 15 states prohibit the open possession of handguns by those 17 and under but permit open carrying by 18 to 20-year-olds even though the murder arrest rate for 18 and 19-year-olds is higher than for any other age group.

- The remaining 22 states permit the open carrying of handguns by some or all persons under 18.
- There is no federal prohibition on open carrying or possession of handguns by minors.

1993: **"Washington State Survey of Adolescent Health Behaviors, 1988-1992" (WSSAHB)**

Contact Information: Marilyn Jones 206/664-9219 Kathleen White 206/753-3237
Office of Superintendent Washington State Department of Health
of Public Instruction
Old Capitol Building, PO Box 47200
Olympia, WA 98504

The results of the statewide survey are based on the responses from 15,463 students in grades six, eight, ten and twelve in 144 urban and rural schools. The WSSAHB combines items from two previous surveys: The Survey of Substance Abuse Among Public School Students in Washington (1988 and 1990) and the Youth Risk Behavior Survey of the national Centers for Disease Control.

- 25% of the students had carried a weapon during the past month for self-protection or because they thought they might need it in a fight.
- 25% of the students had ever carried a weapon to school.
- 16% of the sixth-graders, 19% of the eighth-graders, 16% of the tenth-graders and 13% of the twelfth-graders reported that they recently had been in a fight that resulted in injured that had to be treated by a doctor or nurse.

1992: *The Executive Educator* and Xavier University
"The violence at your door"

Contact information: *The Executive Educator*
National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722

The Executive Educator's exclusive national survey was conducted by a research team from Xavier University, Cincinnati, Ohio. The study, which analyzed responses from 1,216 school executives, reveals their perceptions of violence in their own districts, in neighboring communities and in the nation at large. Administrators reported:

- Although the increase in violent acts in schools is widespread, it is generally considered highest in the Southeast.
- Low-achieving students are the most likely perpetrators of school violence.
- A lack of parental involvement contributes strongly to school violence.
- As these educators report, school violence has increased to a much greater degree in the nation as a whole than it has in their own districts. 97% of the respondents think school violence has increase across the nation in the last 5 years. Nearly two-thirds say school violence in neighboring districts has increased in the last 5 years, and only about 40% think violence has increased in their own districts in the last 5 years.
- School administrators report that the number of acts of violence committed by students has grown.
- Respondents predicted an increase in school violence during the next 2 years.

1992: Commonwealth of Virginia
**"1992 Youth Risk Behavior Survey Report" and
"Report on Acts of Violence and Substance Abuse"**

Contact Information: Virginia Department of Education
P.O. Box 6-Q
Richmond, VA 23216
804/225-2928

The 1992 Youth Risk Behavior Survey was conducted among 1,640 students in grades 9 through 12 during the spring of 1992 to ascertain the prevalence of health-risk behaviors among Virginia's high school-aged students.

- 39.3% of all male students surveyed carried weapons in the past month.
- 49.4% of ninth- and tenth-grade males and 41.5% of the eleventh- and twelfth-grade males reported being in at least one physical fight in the past 12 months.

The Virginia Department of Education assembled an interdisciplinary team to develop and distribute a survey document on acts of violence and substance abuse in Virginia's schools. The 1991-92 academic year was the first year this data was collected by the department.

- Incidents of weapons possession, illicit drug possession, tobacco possession and referrals for substance abuse programs peak during the middle school years.

- Total incidents of weapons possessions is nearly equal the total incidents of alcohol and illicit drug possession combined.
- Fights between students are the most frequently occurring incidents of violence.

1990-91: State of Vermont
"Vermont Schools, Foundation for Prevention: Student Perspectives on Drug and Alcohol Abuse, 1990-91 Academic Year"

Contact Information: State of Vermont
 Office of Alcohol and Drug Abuse Programs

This report is a profile of Vermont students, based on information gathered in February 1991, in a student survey using the Primary Prevention Awareness, Attitude and Usage Scales. The survey was funded by the Vermont Agency of Human Services, Office of Alcohol and Drug Abuse programs. 3,972 eighth-, tenth- and twelfth-grade students completed the questionnaire.

- 8% of students report skipping school without an excuse.
- 9% of students report being sent from the classroom at least once a month.
- 5% report stealing at least once a month.
- 4% report vandalizing school property at least once a month.
- 22% of the eighth-graders and 14% of the tenth- and twelfth-graders think that their decisions about using substances are positively influenced by school policy.

1991: Bureau of Justice Statistics
"School Crime: A National Crime Victimization Survey Report"

Contact Information: Bureau of Justice Statistics
 Office of Justice Programs
 U.S. Department of Justice
 202/307-0784

Based on a nationally representative sample of more than 10,000 young people who were interviewed from January through June 1989 who had attended public or private school during any time during the 6 months preceding the survey. Responses refer to the 6-month time period prior to the survey.

- More than 400,000 students 12 to 19 years old were estimated to have been victims of violent crimes at school.
- 7% of all students were property crime victims, and 2% were victims of violent crime — primarily simple assaults.
- An estimated 430,000 students (2% of all students) had at least once taken something to school to protect themselves from attack or harm. This includes guns, knives, brass knuckles, razor blades, spiked jewelry and other objects capable of hurting an assailant.
- 15% of the students reported there were gangs in their schools.
- 16% said that a student had attacked or threatened a school teacher.
- 6% reported that they avoided places in or around the school property because they thought someone might attack or harm them.
- Among the students who said gangs were or might be found in their schools, 37% said gang members never fought at school, 19% said there were gang fights once or twice a year and 12% said there were gang fights at least once a week.

1991: Bureau of Justice Statistics
"Teenage Victims: A National Crime Victimization Survey Report"

Contact Information: Bureau of Justice Statistics
 Office of Justice Programs
 U.S. Department of Justice
 202/307-0784

This report presents information on crimes of violence and theft collected by the National Crime Survey (NCS) from 1985 to 1988. The NCS obtains information about crimes, included those not reported to the police, from individuals age 12 or older in a nationally representative sample of households.

- From 1985 to 1988, persons age 12 to 19 were victims of 1.9 million crimes of theft annually. Teenagers were much more likely than adults to be victims of crimes of violence. On average, every 1,000 teenagers experienced 67 violent crimes each year, compared to 26 for every 1,000 adults age 20 or older.
- About one-half of all violent crimes and 63% of crimes of theft against teens age 12 to 19 took place on the street, in a school building or on school property. Street crimes were 3 times more likely than crimes in school buildings to have been committed by an offender with a weapon (37% versus 12%).

- Adolescents age 12 to 15 were about twice as likely as older teens to experience crimes in a school building or on school property. About 37% of violent crimes and 81% of crimes of theft against younger teenagers occurred at school, compared with 17% of the violent crimes and 39% of the crimes of theft against older teens.
- Police reporting rates for violent crimes against teenagers were much higher for incidents that occurred on the street than for those at school. About 37% of violent crimes that occurred on the street were reported to the police, compared with 9% of violent crimes that took place in school buildings and 22% of those on school property.
- Many crimes taking place in school may not have been reported to the police because school officials had been notified and had resolved the incidents. For 37% of the violent crimes in school buildings and 32% of those on school property, the police were not called primarily because the crime was reported to someone else, compared to 5% of street violent crimes.

1991: Illinois Criminal Justice Information Authority
"Trends and Issues 91"

Contact Information: Illinois Criminal Justice Information Authority
 120 South Riverdale Plaza
 Chicago, IL 60606
 312/793-8550

Survey asked almost 2,700 students and 1,300 teachers in 31 public high schools across Illinois about crime and victimization levels in their schools and communities during the 1989-90 school year.

- 1 in 12 public high school students in Illinois reported being the victim of a physical attack in school or on the way to or from school. Almost twice that many has escaped an attempted assault. Most of these assaults were not serious and weapons were rarely used. However, 8% of victims did report being cut and 4% reported being shot.
- 1 in 12 Illinois students sometimes stayed home from school for fear that someone would hurt or bother them.
- 44% of the students and one-fourth of the teachers surveyed indicated that their school was either less safe than or as unsafe as the neighborhood it was in.
- Students were found to be at greater risk for assault, robbery and theft in the school itself than in the adjacent neighborhood while going to and from school.
- Suburban students reported higher theft and assault rates than did students from large Illinois cities.
- Theft was the most common crime reported in the survey, with 22% of the students and 28.5% of the teachers being victimized during the 1989-90 school year.
- Almost one-third of the students said they had brought a weapon to school for self-protection at some times during their high school career. 5.3% said they had brought a gun to school.
- One in 11 teachers reported that a student had threatened to hurt them during the past month. More than half, 52.9%, reported that a student had directed an obscenity at them, and one-third, 32.4%, reported that a student had made an obscene gesture at them.
- School crimes against both students and teachers are often not reported to any authorities. Nearly one-third of student robberies, one-quarter of thefts and 40% of assaults were not reported. Among teachers, 16% of robberies, 40% of thefts and 25% of assaults were not reported.

1990: Texas A&M University
**"Rural Communities Near Large Metropolitan Areas:
 Safe Havens from Adolescent Violence?"**

Contact Information: Paul M. Kingery
 Texas A&M University
 College Station, TX 77843
 409/845-1756

Participants in the study were 1,004 eighth- and tenth-graders from 23 small Central Texas communities.

- More than one-half of the boys (53.2%) and one-fifth (20.5%) of girls reported having been in at least 1 physical fight involving weapons during the previous year. One-fifth of boys and 6.4% of girls said they had been in 3 fights.
- One-fourth of the students said they had carried a weapon at school in the past year.
- Slightly more than 6% of the boys said they had carried a handgun and 1.6 % said they had carried one nearly everyday.
- 42.3% of the students said they could get a handgun if they wanted to.
- While at school or on a school bus during the previous year, 34.1% of students reported having been threatened with bodily harm though not actually hurt, 15.2% claimed that they had something taken from them by force or

threat of bodily harm, 14.1% said they had been physically attacked and 6.8% admitted that someone tried to force them to have sex when they did not want to.

- More than half of the surveyed students said they had not received instruction in school on ways to avoid fighting and violence.
- Students in the survey believe they should fight if someone hits them (78.6%), hurts someone they care about (74.2%), insults their family (58.6%) or breaks something they own on purpose (53.1%).
- More than 20% felt that threatening to use a weapon would help prevent fights. Nearly 17% thought "acting tough" would deter altercations.

1990: Center to Prevent Handgun Violence
"Caught In the Crossfire: A Report on Gun Violence In Our Nation's Schools"
 Contact Information: Center to Prevent Handgun Violence
 1225 Eye Street, NW, Suite 1100
 Washington, D.C., 20005
 202/289-7319

The information from the report was abstracted from more than 2,500 school violence-related news stories recorded in newspapers across the nation during the four year period between September 1986 and September 1990.

- At least 71 people — 65 students and 6 school employees— have been killed with guns at school; another 201 were severely wounded; and 242 individuals were held hostage at gunpoint.
- Shootings or hostage situations in schools have occurred in at least 35 states and the District of Columbia.
- Males are most frequently the offenders (93%) as well as the victims (76%).
- Schoolchildren ages 14-17 are most at risk of gun violence at school.
- Gun violence in schools occurs most often in hallways (25%) and in classrooms (19%).
- Gang or drug disputes were the leading cause of school gun violence (18%). Long-standing arguments (15%), romantic disagreements (12%), fights over material possessions (10%) and accidents (13%) are also common.

1990: Youth Risk Behavior Surveillance System
"Youth Risk Behavior Survey"
 Contact Information: Morbidity and Mortality Weekly Report
 Mailstop C-08
 Centers for Disease Control
 Atlanta, GA 30333
 404/332-4555

The 1990 national school-based survey is a component of the Youth Risk Behavior Surveillance System, which periodically measures the prevalence of priority health-risk behaviors among youth through comparable national, state and local surveys. The survey polled a representative sample of 11,631 students in grades 9 - 12 in the 50 states, the District of Columbia, Puerto Rico and the Virgin Islands.

- Nearly 20% of all students in grades 9 - 12 reported they had carried a weapon at least once during the 30 days preceding the survey (not necessarily to school).
- Male students (31.5 %) were significantly more likely than female students (8.1%) to report having carried a weapon.
- Hispanic (41.1%) and black (39.4%) male students were significantly more likely to report having carried a weapon than were white (28.6%) male students.
- Of the students who reported having carried weapons during the 30 days preceding the survey, 25% said they did so only once; 32.2% said 2 or 3 times; 7.4% said 4 or 5 times; and 35.5% said 6 or more times.
- Nearly 8 % of all students in grades 9 -12 reported that, during the 30 days preceding the survey, they had been in at least on physical fight that resulted in an injury requiring treatment by a doctor or nurse. Of these students, 53.3% said they had fought 1 time; 27.8%, 2 or 3 times; 10.1%, 4 or 5 times; and 10.1%, 6 or more times.
- Male students (12.2%) were significantly more likely than female students (3.6%) to report having been in a fight.

1989: Gallup Organization
 Phi Delta Kappa
"The Second Gallup/Phi Delta Kappa Poll of Teachers' Attitudes toward the Public School."
 Contact Information: Gallup Organization - 609/924-9600
 Phi Delta Kappan - 812/339-1156

Findings from this survey are based on mail interviews with a representative sample of 2,000 teachers in all 50

states and the District of Columbia.

- A majority of teachers (56%) would like to have the right to paddle misbehaving youngsters, despite outright bans on corporal punishment in many states and school districts.
- 34% mentioned lack of parental interest and support as the biggest obstacle to improving public education.
- Half of the teachers view student discipline as either a very serious or a fairly serious problem.
- 57% of the teacher respondents said drug use among students is either a very serious or fairly serious problem in the public schools in their communities.
- 43% indicated that student discipline problems are among the main reasons for teachers leaving the profession.

1989: American Federation of Teachers
Survey of Teacher Union Leaders on Teen-age Violence
 Contact Information: American Federation of Teachers
 202/879-4458

Survey was conducted during the summer 1989. Those polled include representatives of AFT's 50 largest union locals across America, the 43 presidents of state AFT units and AFT's national 38-member executive council.

- Top 5 causes of teen-age violence cited by teacher union leaders surveyed were drug trafficking (83%), ease of access to drugs (82%), ease of access to guns (65%), lack of parental supervision (63%), and lack of employment opportunities (48%).
- Of those surveyed, more than 80% felt that teen-age violence is a bigger problem today than it has been in the past. Only 17% felt that the size of the problem has not changed.
- The most disheartening results of the survey are concerned with the percentage of teachers and students who had been victims of teen violence. Over two-thirds (67%) of those surveyed said that members of their union had been victims of teen violence. Also, more than two-thirds (68%) said that students they had worked with had been victims of violence committed by teenagers.
- Just under one-half of the respondents said they believe that metal detectors should be installed in public schools, but nearly all of them said schools should employ security guards.

1988: Florida School Boards Association, Inc.
 Florida Association of School Administrators
"Weapons/Firearms on School Property Survey"
 Contact Information: 203 South Monroe Street
 Tallahassee, FL 32301
 904/224-1374

The Florida Schools Boards Association surveyed of 66 Florida school districts regarding weapons confiscations/incidents on school property during the 1986-87 and 1987-88 school years.

- The weapon most frequently in a student's possession as compared to 5 other types of weapons was knife. (Other types include guns, chains, brass knuckles, billy clubs and pointed objects).
- Students' sources for obtaining weapons/firearms include the student's residence (85.7%); friend or relative residence (8.3%); stolen (1.6%); and various other sources (4.4%).
- The prevalent form of punishment by school officials for students involved in a confiscation/incident was suspension (4,326 cases). Expulsion (795 cases) and reprimand (1,018 cases) were 2 other forms used by school district officials.

1987: American School Health Association
 Association for the Advancement of Health Education
 Society for Public Health Education
"National Adolescent Student Health Survey"
 Contact Information: National Alliance for Health, Physical Education,
 Recreation and Dance
 Publication Sales
 800/321-07989

Approximately 11,000 eighth- and tenth-graders from a nationally representative sample of more than 200 public and private schools in 20 states participated in the study during the fall 1987.

- One-half of the boys and 28% of the girls were in at least 1 fight during the past year.
- One-third reported someone threatened to hurt them, 14% were robbed and 13% reported being attacked while at school or in a school bus.
- 41% of the boys and 24% of the girls reported they could obtain a handgun if they wanted one.

- 23% of the boys reported having carried a knife to school at least once during the past year; 7% said they carry a knife to school on a daily basis.
- 3% of the boys reported having carried a handgun to school at least once during the school year; 1% reported carrying a handgun on a daily basis.

1987: Office of Educational Research and Improvement
"Public School Teacher Perspectives on School Discipline"
 Contact Information: U.S. Department of Education
 Office of Educational Research and Improvement
 Center for Education Statistics
 Fast Response Survey System
 202/357-6761

Data reported in this survey were collected by means of a mail survey of 1,547 elementary and secondary school teachers between October of 1986 and January 1987.

- 44% of teachers in public schools reported there was more disruptive classroom behavior in their schools in 1986-87 than 5 years before. Teachers in elementary (53%) more frequently reported that disruptive behavior had increased than did teachers from middle-junior high schools (42%) and from senior high schools (34%).
- 29% indicated that they had seriously considered leaving teaching because of student misbehavior, and 17% reported they had seriously considered leaving in the last 12 months.
- Most teachers reported that student behavior interfered with their teaching to a small extent (50%). 27% stated that student misbehavior greatly interfered with effective learning.
- Teachers in urban schools more frequently reported that student misbehavior interfered with their teaching to a great extent (24%) than did teachers in rural schools (8%).
- Teachers estimated that, on the average, about 7% of the students they taught were habitual behavior problems.
- Almost 20 % of teachers indicated that they had been threatened at some time, and 8% had been threatened in the last 12 months.
- 8% (152,000) indicated that they had been physically attacked by students in their schools at some time, and 2% (38,000) had been attacked in the last 12 months. (Types of behavior included under physical attack may range widely.)
- Factors limiting the ability of teachers to maintain order within their schools: most frequently rated factor was lack of alternative placement (39%) and lack of student interest (38%). Teachers rated both teacher and principal/administrator fear of being sued as a major factor limiting their effort to maintain order. 17% of teachers rated administrator fear of being sued and 14% rated teacher fear of being sued as greatly limiting their effort to maintain order.
- 34% regarded their schools' discipline policy as not strict enough; 28% regarded the policy as not comprehensive enough; and 50% indicated it was not consistently applied.
- Actions rated as "very productive" in improving school discipline by a majority of respondents were: increased student self-discipline developed at home (74%), smaller classes (63%), and increased parental support (62%).

1986 - U.S. Bureau of the Census for the U.S. Bureau of Justice Statistics
 1987: **"National Crime Survey for 1986"**
"School Crime: Annual Statistical Snapshot"
"Kids and Crime," School Safety News/Journal, Spring 1988

Contact Information: James Wetzel
 Center for Demographic Studies
 U.S. Department of the Census
 U.S. Department of Commerce
 Washington, D.C. 20233 301/763-7720

- According to the 1986 and 1987 National Crime Survey, nearly 3 million incidents of attempted or completed street crime (assault, rape, robbery and theft) took place inside schools or on school property.
- The vast majority of crimes against person were thefts. During 1987, almost 2.5 million thefts in or around schools were reported by National Crime Survey respondents.
- Almost 465,000 violent victimizations occurred in or around schools during 1987. Among these were 75,900 aggravated assaults (50,980 with injury); 36,850 robberies (22,610 with injury); and almost 350,000 simple assaults (nearly 110,000 with injury).
- Even though the school-age population had declined markedly since 1982, the number of violent crimes has remained high, ranging from a low of about 420,000 in 1986 and 1982 to a high of almost 465,000 in 1987.

- 1 in 6 youths between the ages of 12 and 19 was the victim of a street crime during 1986 compared to about 1 in 9 adults.
- 1 out of 18 youths was assaulted, robbed or raped during 1986.
- One-half or more of the attempted and completed violent crimes against girls and 12 to 15-year-old boys were committed by someone known to them.
- Only about one-third of all violent crimes committed or attempted against youths during 1986 were reported to the police.
- Murders of school-age youths (5 to 19 years of age) totaled 1,840 during 1986, according to the FBI.
- 1 out of every 25 persons arrested for a violent crime and 1 in 8 persons arrested for a property crime was less than 15 years of age.

1978: National Institute of Education
"Violent Schools — Safe Schools: The Safe School Study Report to the Congress"

Contact Information: National Institute of Education
U.S. Department of Education
Office of Educational Research and Improvement
Washington, D.C. 20208
202/357-6761

This 3-part study conducted in 1976-1977 combined a survey of principals from 4,000 public elementary and secondary schools nationwide; a survey of 642 public junior and senior high schools, which interviewed the principals, teachers and students; and an intensive, qualitative study of 10 schools selected because their previous problems of crime and violence had been dramatically reversed in a short period of time.

- Approximately 282,000 (1.3%) students were physically attacked in America's secondary schools each month. About 2.4 million (11%) had something stolen from them in a typical month.
- Almost 8% of urban junior and senior high school students missed at least one day of classes a month because they were afraid to go to school. 3% (600,000) reported that they are afraid most of the time.
- Nearly 5,200 of the nation's million secondary school teachers were physically attacked at school each month, about 1,000 of whom were seriously enough hurt to require medical attention. About 130,000 had something stolen in a month's time. Around 6,000 had something taken from them by force, weapons or threats.
- More than 25% of all schools were subject to vandalism in a given month. The average cost of an act of vandalism was \$81.00. Ten percent of schools were burglarized, at an average cost per burglary of \$183. The annual cost of school crime was estimated to be around \$200 million.
- Most offenses were committed by current students. Victims and offenders were generally of the same age and sex (usually male). In a majority of cases, victims and offenders were also of the same race. The chances of interracial violence were highest in schools where students of one race outnumber those of another.

Adults See Violence as Schools' Top Problem

WASHINGTON (AP) Despite statistics pointing to a steady decrease in the nation's overall crime rate, adults see fighting, violence and gangs as the biggest problem confronting public schools, a Gallup poll said Thursday.

The favored solution by 86 percent of those polled: stronger penalties for student possession of weapons.

"For all the hoopla in the national press, there is no crime wave in America except among blacks," said a report by Phi Delta Kappa, a professional fraternity for educators, which commissioned the 26th annual poll from Gallup.

Murder rates for whites actually decreased between 1968 and 1994, it said, citing federal statistics, but "the rate among blacks increased by 65 percent."

As a reflection of that, 31 percent of nonwhites voted fighting, violence and gangs as the biggest problem in public schools. The category and "lack of discipline" shared top billing as concerns of 18 percent of all the 1,326 adults surveyed by Gallup.

Ranked next as the biggest problems with which their public schools must deal, were lack of proper financial support, drug abuse, and standards or quality of education. In the 1993 poll, lack of financial support was listed first.

"The message of this Gallup poll is that members of Congress need to free the crime bill and stop dillydallying around," said Education Secretary Richard W. Riley. American parents, he said, want "some sense that schools are getting the help they need to end the violence."

"Learning is compromised in schools that are not safe; our children deserve an education that is not compromised," he said.

Phi Delta Kappa is a professional fraternity for men and women in education. It has 678 chapters through the United States and Canada, and chapters overseas.

The public blames the perceived increase in public school violence on factors over which schools have little control: increased use of drugs and alcohol, growth of youth gangs, easy availability of weapons, the breakdown in the American family, schools lacking discipline authority they once had, and increased portrayal of violence in media.

Blame also was placed, but by fewer people, on the inability of school staff to resolve conflicts between students, shortage in school personnel, trying to deal with troubled students in the regular classroom instead of special classes, and a curriculum that is out of touch with the needs of today's students.

Following stronger penalties for student possession of weapons, those polled offered these solutions, rated in descending order: training for school staffs, more vocational or job training, drug and alcohol abuse programs, values and ethnic education, and education to reduce racial and ethnic tensions.

Rating schools in general, those surveyed had the most praise for the school attended by their oldest child 70 percent gave it an A or a B, and 92 percent gave it a passing grade. But for the nation's schools as a whole, 22 percent thought schools deserved the two top grades while almost half awarded a C.

Eighty-two percent of the adults thought schools should put more emphasis on mathematics. They also thought more emphasis should be put on English (79 percent), science (75 percent), history-U.S. government (62 percent), geography (61 percent), and foreign language (52 percent.) Some 31 percent thought there should be more

emphasis on music, and 29 percent on art, and nearly half thought there should be less emphasis on these two subjects.

The poll was conducted over one month beginning May 10 by telephone among people 18 and over. Two-thirds of the adults questioned had no children in public school, 30 percent did, and 6 percent had children in religious and private schools.

Of those polled, 83 percent were white and 14 percent were nonwhite; race was not designated for 3 percent. The poll had a sampling error of plus or minus 4 points.

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THE NATIONAL UPDATE ON AMERICA'S EDUCATION GOALS
A service of the National Education Goals Panel

AS TIME GOES BY

... working couples spend a mere four minutes a day in meaningful conversation with each other, writes Richard Louv in his book "Childhood's Future," (Houghton Mifflin, Boston, 1990). Louv is citing data from a 1988 study conducted by Pittsburgh Priority Management Company.

The study also found that the average working parent spends thirty seconds in meaningful conversation with his or her children (Conway, THE REPORTER, Spring 1994). (See today's DRC, #5)

TIME IS NOT ON MY SIDE

... fret many educators. But a National Center on Education and the Economy publication helps educators deal with the many time crunches they face.

Five categories of time-saving tips presented in the report are: restructured time, freed-up time, better-used time, purchased time and common time. For example, freed-up time may mean using an intern or parent volunteer. Call the Center at 202/783-3668 to obtain copies.

SPOTLIGHT

WHERE SOMEBODY KNOWS
YOUR NAME

Truancy is a growing problem in schools nationwide. Why? Lack of home supervision, boredom with schools and plain old adolescent rebellion are some reasons.

Educators also point to the anonymity students face when attending the typically large, overcrowded urban high school. "Truancy ... [is] a symptom of anonymity," warns Michelle Fine, a City U of N.Y. professor. (#2)

Students need to find a place where everyone knows their name, say some educators. One N.H. principal challenged school anonymity by placing his desk in the hallway. Other schools promote "peer tutoring," or involve faculty and students in student evaluations. (#3)

===== QUOTE OF THE DAY =====

"It's not the role of the school to be surrogate parents, nor therapist." -- Glen Urquhart School teacher Ruth Conway. (#5)

"I don't call parents because high school students should know they should be in school and parents should know where their kids are." -- N.Y.C. teacher John Wage. (#2)

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===== GOAL TWO: HIGH SCHOOL COMPLETION =====

*1 TRUANCY LAWS: ON THE BOOKS, BUT NOT ENFORCED

Wash. D.C. truancy law offers two legal paths: one to punish the parents, the other to apprehend the children (Horwitz, WASH. POST, 6/26). The problem is no one enforces the law, according to the POST.

Even more troubling is the number of students who are chronically truant from school in the nation's capitol. School records indicate that more than 8,000 of the city's 80,000 public school students are absent on any given school day, writes the paper. Some educators and parents claim the numbers are not accurate; that more students are missing from class. According to the POST, most school systems "have an incentive to inflate attendance rates because they influence staffing and funding decisions." Students also "muddle" the statistics when they show up for homeroom and then leave school, reports the paper.

Truant students also tend to become dropouts. One in five D.C. residents, from age 16 to 19, drops out of school, which is one of the highest dropout rates nationwide, writes the paper.

D.C.'s compulsory attendance law was "toughened" last year by the City Council, according to the POST. The law states that if a student is truant two days, the parents have committed a misdemeanor. Parents face a \$100 fine, up to five days in jail or both. However, the D.C. corporation counsel's office attempted to enforce the law on only one occasion. Cecelia Wirtz, counsel to the D.C. school system, said the district would rather send children to family court than prosecute parents, which she and other child advocates claim is not best for the child.

And truancy is a "low priority for a police force overwhelmed by violent crime," reports the paper. Police have picked up fewer truant students over the years: 3,270 in 1985, 515 last year and 220 so far this year. Officers point to a recent D.C.

Superior Court decision that ruled D.C. has no provision in its criminal code that makes truancy an offense for which an officer can detain a child, according to the paper. The city council intends to vote next month to give police that authority.

D.C. police also complain that "it's not practical anymore" to pick up truants, writes the paper. The city's three truant drop off centers were closed last summer due to tight budgets and ineffectiveness. D.C. school Superintendent Franklin Smith said he intends to open one or two revamped centers next school year.

However, other city police have and use the authority to hold truants. The POST cites Philadelphia, where police pick up, search and handcuff truants before dropping them off at a truant center. And New York police this spring apprehended nearly 4,000 students.

Many principals and teachers privately say they do not want an aggressive truancy program because truant students tend to be the ones who "disrupt or slow down classes," writes the paper. "The truant is not always welcome" at school, said Angela Sims, truancy coordinator for the D.C. police. "They're in the front door and out the back," she added.

What does a typical chronic student do during school hours? The POST chronicled a day in the life of 14-year-old Allen Cade, who missed 178 days of school during the 1993-1994 school year. Allen woke at 1 p.m., played "Shadow Dancer" and "Mortal Kombat," two violent video games, at home and watched "The Box, a jukebox video station. At 3:30 he left home with a couple of friends.

*2 OVERCROWDED PLUS IMPERSONAL: EQUALS TRUANCY

Large, primarily urban high schools, with violent reputations and overcrowded classes cause some students to become truants (Richardson, N.Y. TIMES, 6/19). "The sheer size of these schools creates a factory mentality," explained Jonathon Kozol, an author of books on urban education. "The kids feel dehumanized. The teachers do also. The very impersonality of the situation encourages people to leave. They are not inviting places," he added.

Michelle Fine, a psychology professor at the City U of New York agreed. "Truancy and attendance problems are symptoms of anonymity," she said. Fine and others call for smaller sized schools. "Those same [truant] students shift their attendance patterns when they go to the smaller schools," according to Fine.

Smaller schools are emerging in New York City, writes the paper. More than 30 opened last fall. But the advent of these schools exacerbates the grim "factory school" effect of the remaining neighborhood high schools, reports the TIMES. "Nobody really wants to go to a zoned school," explained Alfred Cruz, a student at Louis Brandeis High School in Manhattan. Cruz applied to the Chelsea Vocational High School, a small magnet school, but was placed on a wait list and never was able to enroll. He continued: "[Zoned schools are] like a last option. You want to try for other options." Cruz was picked up twice by police truancy sweeps and returned to Brandeis.

Now Cruz participates in a program that allows him to attend Brandeis from 8 to 11:30 a.m. and still receive high school

credit. According to the TIMES, Cruz has attended class regularly since February, when he was enrolled in the shortened academic program.

Police sweeps initiated by Mayor Rudolph Giuliani (R), in which out-of-school children are apprehended and detained in seven school collection centers, is another attempt to contain the city's truancy rate. The city and state also have funneled additional funds to targeted high schools citywide to encourage programs to keep students in school. Funding primarily has come from the state's Attendance Improvement and Dropout Prevention Program, created in 1985 by the Legislature.

The New York City Board of Education also directs nearly \$63M to just 34 high schools "identified as having poor academic performance and low attendance," writes the paper. These schools are called Project Achieve schools, which use the funds to hire guidance counselors, computers to track attendance, hotlines for parents and school-based programs. Students attend class in small divisions called "houses," which enroll between 100 and 350 students. Each house has its own dean, guidance counselors and grade advisers. They typically are organized around themes such as health, teaching or business. But some of the houses at Brandeis are "ill-defined or viewed as dumping grounds," according to the school's physical education teacher Michael Manley, writes the paper.

The TIMES: "But experts say these programs are patches in a fundamentally flawed system that clusters the most troubled students in the most crowded, dangerous schools."

The paper writes that "despite attempts to create more intimacy," teachers are overwhelmed with the number of students they must attend to and often have no time or interest in also serving as counselors. "I'm not a social worker," said John Wage, a Brandeis history teacher. "I don't call parents because high school students should know they should be in school and parents should know where their kids are." He added: "I don't agree with the American socialization of high schools. I have a degree in history and where I have to teach reading and writing skills I'll be happy to do that, but all those other things are part of the social welfare mentality that schools have incorporated."

*3 CHALLENGING ANONYMITY: ADVICE TO EDUCATORS

High rates of truancy, dropping out and school violence can be attributed to large and impersonal schools, writes Gerald Grant, Hannah Hammond Professor of Education at Syracuse U (American Federation of Teacher's AMERICAN EDUCATOR, Spring 1994). Grant: "In too many schools, children are lonely in the crowd." He goes on to say that "most students shuffle from class to class unknown and unchallenged. Gifts go unnoticed; opportunities are lost."

According to Grant, half of all urban students are enrolled in schools with a student-body average of 1,200. "In large cities, children may enter these schools through turnstiles or metal detectors and turn down drab cinderblock hallways where they hear voices droning over public address systems but few of

them are greeted by name." In his article, Grant cites several examples of school leaders and programs that thwart anonymity's hold on students.

Grant heaps praise on the South Bronx's St. Augustine, where he years ago observed "an extraordinary buddy system -- they didn't use the fancier 'peer tutoring' label -- in which every child in the first three grades was paired with a buddy from the upper three grades." The older buddies were responsible not only for tutoring in subject matter, but also for getting them to school safely and on time. Grant: "Children were known in the school; they were linked together, and they did not fail."

Winchester, N.H. public school principal Dennis Littky's decision to sit in with guidance counselors as they helped each student plan their academic schedule is another example of a school where children are known. Grant reports that Littky "let [the student] make choices but he made sure they had good reasons for them." He added: "Teachers knew he sat in; they knew he knew each kid; and they knew that kids told him about which teachers were challenging them and which ones weren't." Littky also made sure each child had a "shadowing experience," which allowed them to spend a day with a professional from the community.

Another principal, Deerfield School [Deerfield, Mass.] Frank Boyden, installed his desk in the main hallway where "he worked and transacted business." According to Grant, Boyden "knew every boy by name."

Grant also mentions Patricia Carini's child study method that she developed at the Prospect School in North Bennington, Vt. Carini assembled a variety of materials, work and test scores produced by a single child. All teachers then were called together to "make sense of these materials and share their insights about this child and the meaning of the documents before them." Although this in-depth method could not be used for every child, "the lessons learned in their discussions taught teachers to be more skeptical about the paper identities of students," writes Grant. New York City's Brearley School boasts a similar evaluation program. Teachers meet twice a year "to pool their insights" about particular students, explains Grant.

St. John's College in Annapolis, Md., "gives [a similar] process an unusual name and an unusual twist," according to Grant. They call it the don rag. The dons, or tutors, meet at year's end to discuss individual students. Each student sits around the table with the tutors, "who discuss the student as if he or she were not present." The student is allowed to join in the discussion after 15 or 20 minutes.

Other examples of schools that fight against anonymity: Rindge, N.H.'s Meeting School, where a student committee appointed for each student in the graduating class is charged with composing a statement called "The Minute" for that student. The statement, which sums up the character of the student, is read at graduation -- and another Quaker school, Philadelphia's George School, where student assessment's "are grounded in observations about one's behavior on the playing field as well as in the classroom."

Grant describes five themes he observed in schools where children are known: small size; new roles and relationships for teachers, students and principals; high expectations and tougher challenges for students; continuity; and a holistic focus on children. In brief, Grant suggests "keep it small. Keep it simple. Keep awake to the whole child."

===== GOAL SEVEN: SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS =====

***4 DISCIPLINE AND EDUCATION: WHAT CINCINNATI RESIDENTS THINK**

Stricter discipline in the public schools is one of the most important factors to improve school quality, according to a recent survey of Cincinnati, Ohio residents. Yet, parents bear the primary responsibility for disruptive student behavior, say survey respondents.

Peter Hart Research associates conducted a survey among a representative cross section of 604 adults in Cincinnati age 18 and over by phone between April 20 and 26, 1994. The survey was jointly sponsored by the American Federation of Teachers and its Cincinnati affiliate.

A survey overview points to five conclusions from the polling data: Cincinnati residents polled are satisfied with the performance of the public schools; the public's notion of prudent disciplinary codes parallels policies currently set forth in the discipline code of the Cincinnati Public Schools; parents who do not provide the right training and values for their children are to be blamed for their child's disruptive behavior; and most respondents, regardless of race, reject arguments that the district's disciplinary policies are unfair to African American students (See DRC, 3/3/94).

Specifically, 53% of respondents agreed that the public schools are doing an excellent, good or satisfactory job, compared to a 52% majority who believe that the performance of the public schools throughout the nation is either not so good or poor.

The survey also found that the three most effective ways to improve the quality of education are: better student discipline; a bigger voice for teachers in running the schools; and rewards for keeping the best teachers.

Respondents approved of the Cincinnati Public Schools' adoption of a stricter disciplinary code three years ago by 62% to 28%, "even though the code has led to more suspensions and expulsions from school," writes the survey. The survey also notes that the "level of approval includes majorities in every demographic subgroup tested in the survey."

Seventy-two percent of Cincinnati residents agree that parents bear the responsibility for disruptive students, according to the poll. Only 4% of the public blame disruptive student behavior on insufficient administrative support and supervision, 3% point to poorly prepared teachers, and another 3% fault school policies that are too lenient.

According to the survey, "the most telling evidence for public support of the current discipline code" is revealed when people are read a range of behaviors that occurs in middle and

high schools, and are asked what punishment should be meted out: expulsion for up to 80 days, suspension from three to 10 days, or a less severe form of discipline decided by the principal or teacher on a case-by-case basis. The survey: "Without having been told that any of these disciplinary actions are provisions in the discipline code of the Cincinnati Public Schools, the public recommends disciplinary actions that coincide remarkably with the current policies" of the district.

For example, 61% of those surveyed recommended expulsion for any student who physically assaults a student or teacher, a provision of the code. And 75% recommend expulsion for any student who brings a gun to school, the same as in the code. However, a gap exists between public opinion and current policy in the middle range of punishment. A plurality rather than a majority would suspend a student for fighting with other students, while the code calls for suspension. And a slight plurality would expel rather than suspend a student for destroying school property, while the code provides for suspension.

According to the survey's summary of the current code, "students can be expelled from school for up to 80 days for such things as bringing a gun to school, physical or sexual assault, and selling drugs. Students can be suspended from school for three to 10 days for such things as fighting, destruction of property, and cursing or swearing at a teacher or administrator. Other behaviors, such as disobeying teachers and administrators, disrupting classes or gambling on school grounds are handled with less severe actions decided on a case-by-case basis by teachers and administrators."

While only one in three respondents said they know a great deal or quite a bit about the code, 81% agreed with the code's provisions once the summary was read to them.

The survey also found that 72% of all adults surveyed agreed with the use of special classes for students who repeatedly disrupt class "so that teachers can continue trying to educate them without disrupting the education of others."

Grant currently is working on a book, "Teaching in America: Reinventing a Profession."

*5 THE ONE-RULE SCHOOL: DOES IT WORK?

"No student has the right to interfere with the learning of another student or the purpose of an activity," is the one rule that governs the Glen Urquhart School in Mass., writes Ruth Conway, a founding teacher of the school (National Association of Independent School's THE REPORTER, Spring 1994). However, Conway might cringe at the word rule. She writes that it is not a rule, but rather a "guideline which covers just about any situation." Conway: "By not being a finger in the face it immediately puts a person into a creative mind-set because the rule is nondirective," which makes children conduct "an inner search for what is implied in each situation."

Glen Urquhart is a K-8 day school with under 200 students. Conway writes that "we are a progressive school, but not permissive." Faculty decided four years ago to reevaluate their

discipline policy when they were forced "to acknowledge that the dynamics of the eighth grade class were chaotic."

Two priorities emerged during faculty discussion; the need for a short turnaround time for misbehavior and "clarity of policy for all constituencies," pens Conway. Other concerns include: the policy would be child centered, not child controlled; it would not be punitive; students, parents and staff would be pre-informed of consequences; the rule would protect and support teacher discretion; and it would require follow-through up through the headmaster.

Conway explains how the rule is implemented. Teachers decide if an infraction has occurred. The child, who has been informed of this procedure beforehand, "is calmly asked to leave [their] group for a moment to think about his or her behavior." The child is able to return once he or she "is ready to refocus and participate," writes Conway.

If the child is still disruptive, they are sent to the headmaster's office, who calls home. Parents are cautioned that if the child is asked to leave class again in the day, or twice in a week, the child will have to go home for a day. Parents are asked to come pick up their child if a second phone call, "a 'red alert,'" is made. A conference among the headmaster, parents and child occurs if the child is sent home twice.

Only one student was sent home during the first year of the one-rule policy, explains Conway. The author also points out that if the home situation is troublesome, "it is ... important for the school to set a stage for reconciliation and growth by use of counselors or therapists." Conway: "It is not the school's role to be surrogate parents, nor therapist."

However, Conway notes that schools "need to support adults to be in their children's lives in meaningful ways." Glen Urquhart faculty encourage parents with children who disobeyed the one rule to "talk over the issues and to encourage parents to [help children] complete missed work," explains Conway.

The school is in the third year of enforcing the one rule. According to Conway, the students recognize that faculty are not interested in punishing them, "nor in branding them as bad or wrong." Instead, students "understand that we have a commitment to education and their development into good citizens who make workable choices." Conway expresses surprise that most schools continue to equate discipline with punishment. "The notion of discipline as the capacity to choose appropriate and workable behavior and action in any given situation, is not nearly as common," she laments.

She saves her praise for the philosophy underlying Glen Urquhart's one-rule policy: "Students grow in their self-discipline when they take ownership for their behavior."

For more information contact the Glen Urquhart School; 74 Hart Street; Beverly Farms, Mass. 01915; 508/927-1064)

Schools Without Fear



*The Report of the
NASBE Study Group
on Violence
and Its
Impact on Schools
and Learning*

NASBE

NATIONAL ASSOCIATION OF
STATE BOARDS OF EDUCATION

Schools Without Fear

**The Report of the NASBE Study Group on Violence and
Its Impact on Schools and Learning**

October 1994

The National Association of State Boards of Education
Alexandria, Virginia

**Schools Without Fear:
The Report of the NASBE Study Group on Violence
and Its Impact on Schools and Learning**

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PREFACE

NASBE's Study Group on Violence and Its Impact on Schools and Learning was commissioned in the fall of 1993 and charged with the formidable task of developing, over the course of a year, recommendations for education policymakers seeking ways to understand, cope with, and help prevent violence — violence that is seeping into America's classrooms and, equally as important, violence that threatens the lives of many students when they are outside of school in their neighborhoods, or even in their own homes. The following chapters are the result of many hours spent by the Study Group reviewing the literature on violence; listening to experts on violence involving young people, violence in schools, and conflict resolution; synthesizing federal, state, and local actions designed to prevent violence inside and outside of schools; and learning from the true experts — students and school staff — about their concerns for safety and the elements of safe schools.

Violence is defined by the Study Group as any condition or situation that creates actual or fear of physical, psychological, or emotional harm and therefore impedes learning. This broad definition encompasses a range of activities, from namecalling and harassment to assault and murder. The goal of the Study Group was to develop policy recommendations that foster healthy, supportive schools that are free from violence of any kind and that stimulate learning. Indeed, many schools are safe from the gun violence and other dangerous behaviors that have fueled a national hysteria over violence in schools, including schools in high crime neighborhoods. The epidemic of family and community violence has not spread into each and every school building. This does not, however, mean that there is not a pressing problem at hand. **Violence, whether it be inside or outside of schools, deadens the spirit, creates a nihilistic environment, and leads many young people to believe that their future is so bleak that education simply doesn't matter.**

Given the rash of statistics, the sometimes numbing accounts of violence in newspapers and on television, and the unforgettable stories told by individual students, it is easy to despair or reach for "quick fix" solutions. This will not do. As guardians for the education of all children, state boards, in concert with parents, other policymakers, and other agencies, must move quickly, yet thoughtfully and systemically, to ensure that schools are safe places that promote learning and a positive future for young people. We owe them — and our nation — nothing less.

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I. EXECUTIVE SUMMARY

Violence and the fear of violence are taking an unacceptable toll on the lives and educations of young people in this country. Countless newspaper and television stories, the results of student and teacher surveys, and the stories of young people themselves have been etched in the minds of education leaders and the public alike. The statistics can be overwhelming: forty percent of secondary students surveyed in a Louis Harris poll said that they knew someone who had been killed or injured by a gun. Fifteen percent reported that they had carried a gun during the previous thirty days. The number of young people under age 18 arrested for violent offenses increased 50 percent between 1987 and 1991. Statistically, children are far safer on the streets of Northern Ireland than they are on the streets of America.

Nor are the headline-grabbing acts of violence the only concern. So-called "lesser" forms of violence, ranging from bullying and fist fights to name-calling and many forms of harassment, are also widespread in and near schools. For example, one widely-publicized 1993 survey commissioned by the American Association of University Women (AAUW) reported that 76 percent of boys and 85 percent of girls said they had experienced sexual harassment; many of these had been victimized, mostly by fellow students, with alarming frequency.

The effects of violence on both individual students and on the learning environment can be devastating. Those who are victims of violence, or witness violent acts, or live in fear of being victimized can suffer an array of consequences ranging from an inability to concentrate to dropping out of school. The AAUW survey cited above found that nearly 25 percent of high school girls had skipped school or cut classes because of sexual harassment alone. Another survey found that 16 percent of all New York City students had stayed home from school out of fear of violence. But the future for those young people who give in to the culture of

violence through gang or other activities is far bleaker, frequently ending in a violent death, prison, or a life of poverty with few chances for escape. These are acute concerns that have already caught the attention of state boards of education, civic leaders, parents, and educators.

Yet violence is a multifaceted problem that is related to a number of complex, deep-rooted societal conditions, including poverty, racism, joblessness, and hopelessness. Accordingly, NASBE's Study Group on Violence and Its Impact on Schools and Learning strongly urges education leaders and other policymakers not to give in to calls for "fast track" legislation that may provide money for metal detectors or put some delinquent students out on the street, but do little to change the environments that breed violent behaviors. **This epidemic must be attacked on many fronts**, using a creative balance of preventive as well as punitive strategies that target the individual, the home, the school, and the community. Families must be strengthened, economic opportunities must be made available, and children must be taught alternative solutions to resolving conflicts. Obviously, educators **by themselves** cannot rid schools and their surrounding neighborhoods of violence. A community problem necessitates community-wide solutions. What has been coined "school violence" is nothing more than societal violence that has penetrated the schoolhouse walls. But the role of the school, by way of its climate and curriculum, is indeed a critical one.

In framing its recommendations, the Study Group based its deliberations on the following three assumptions:

- The Study Group believes that **improving the school environment greatly enhances the safety of students** from a wide range of violent behaviors that include acts of namecalling, harassment, and bullying that are pervasive even in so-called "safe schools." In fact, some restructuring efforts may

actually defend against violence by creating a climate that is both supportive to students and staff as well as disciplined. In such an environment, young people are valued for their own unique worth, and mutual respect is shown (and expected) among students, teachers, and staff. Schools that are dealing with conflict and violence in a sustained, holistic manner are not just safer schools — they are better, more effective schools because they enhance children's opportunities to learn. Indeed, central to this report is our belief that the best deterrence to violence in schools is a challenging and engaging curriculum taught by committed and well-trained professionals.

- The Study Group believes that in order to support the healthy development of children and youth, **schools must facilitate the formation of basic skills that enable young people to understand and resolve conflict non-violently.** Emotional and social competencies should be integrated into curricular frameworks. Commonly-held values that are nurtured in young people, such as respect for one's self and others as well as responsibility for one's actions, should be reinforced by the school. Conflict resolution and peer mediation programs based on available research that are comprehensive in scope, rather than add-ons to the curriculum, are also valuable intervention tools.

- Finally, the Study Group believes that **schools must never give up on young people and their ability to learn.** Clearly, ridding schools of disruptive and delinquent students does not, in fact, prevent violence; in reality, it only transfers the problem from one setting to another. Rather than relying on expulsion, education leaders should consider academic achievement as an effective solution to the current epidemic. Our society can no longer afford to take educational opportunities away from children and youth by placing further obstacles along the path to a productive future.

With the help of families and communities nationwide, safe and supportive schools free from a continuum of violence can indeed be a reality. To this end, state boards of education must provide

leadership in assuring that violence or the fear of violence deprives neither children of a meaningful education nor teachers of their ability to foster learning. In an effort to assist state boards to advance learning through the prevention of violent behavior, the NASBE Study Group on Violence and Its Impact on Schools and Learning makes the following recommendations:

RECOMMENDATION 1. Each state board should develop a state plan for dealing with violence among young people and its effect on teaching and learning. As part of the plan, the state board should work with a variety of stakeholders to assess the extent of the impact of violence on young people in their state, as well as develop and support appropriate policies and programs that effectively respond to the problem.

RECOMMENDATION 2. State boards of education must protect the right of students and staff to feel safe and secure in a classroom as well as the right of children and youth to receive a public education. To do so, state boards must assure that a continuum of sanctions is available for children and youth who have been disruptive or delinquent. Expulsion without alternatives is not a solution to youth violence. Efforts must be made to keep disruptive or delinquent students, to the maximum extent possible, in their neighborhood school. At a minimum, alternative programs with strong academic and counseling components should be provided.

RECOMMENDATION 3. State plans should incorporate long-term strategies to prevent violence that include a focus on school climate and culture; cross-disciplinary instruction about violence, conflict resolution, and ethics; and intervention programs such as peer mediation, mentoring, and counseling services. Only by thoughtfully balancing prevention and intervention measures can educators truly reduce the amount of violence and make a positive impact on the learning environment.

II. YOUNG PEOPLE AND VIOLENCE

Today millions of American children, youth, and adults no longer feel safe. One need only review recent news accounts detailing yet another robbery and murder at a convenience store or car highjacking or drive-by shooting to realize that a culture of violence has ravaged countless neighborhoods and communities from coast to coast. Homicide rates as well as non-fatal violent victimizations in this country are among the highest in the world. Fights, riots, the abuse and neglect of children, hate crimes, and domestic violence have become all too commonplace, affecting people in every region of the country.

But while the statistics are staggering, they in no way fully measure the enormous impact, both socially and economically, that violence has on our nation. Frequently neglected are the many violent incidents that go unreported, including violence in the home, violence among acquaintances, harassment, violence against young children, and physical fighting among friends. Finally, there is the impact of the real and perceived threat of violent crime that has gripped much of America, affecting young and old alike. Put together, the effects of this epidemic over the last decade run deep, extending far beyond victims and perpetrators and into their families, neighborhoods, and communities. And ironically, while most Americans deplore the violence that is so prevalent in today's society, our overexposure to it via the media and the entertainment industry has made it more or less tolerated. Have we become desensitized to violent behavior? Has its prevalence lessened our outrage? Has violence become an acceptable part of our culture?

Yet of all the questions about violence and crime that Americans ask, perhaps the most disturbing is, **Why is this happening to our young people?** Why are so many young people bringing

weapons to school? Why have juvenile arrest rates for violent crime risen so sharply? Why are teenagers far more likely to be victims of violent crime than middle-aged adults? Why have so many gangs appeared, not just in big cities, but in smaller communities across the nation? Why do children shoot each other over athletic shoes? The numbers presented on these pages provide a sobering portrait of troubled times for millions of young people. Such numbers have caused many Americans to ask themselves the hardest questions of all: Have we lost control of our children? How can we help them?

In order to help policymakers, educators, and parents answer this last question, this chapter will briefly review some of the current knowledge about violence, the causes and extent of violent behavior in and around schools, and some of the debilitating effects violence has on the ability of young people to learn and pursue their education.

What Causes Violence?

What do we know about violence?

- that violence has always been part of our culture;
- that violent behavior takes on different forms, including child abuse, domestic violence, hate crimes, gang aggression, and sexual violence, among others;
- that patterns of violence can vary from neighborhood to neighborhood, school to school, and community to community;
- that violence can be interpersonal or, as in the case of suicide, directed at one's self;
- that everyone is at risk of encountering violence;
- that certain factors may increase one's risk of violence;

- that violent behavior is most often learned, from encountering or witnessing violence in the home, on the streets, or on television; and **most importantly,**
- that most violence is preventable.

It has been suggested throughout history that poverty is the root of all crime, and indeed, socioeconomics and other inequities are thought to be forces related to the epidemic of violence in our society. In addition, weakened families, neighborhoods, and community networks are also believed to be associated with violent behavior. But in reality, the experts do not fully understand why people behave violently — why a parent beats a child; why a husband strikes his wife; or what motivates someone to gun down another human being. Youth violence, like other types of violence, is a complex subject that is difficult to comprehend.

While there are no easy explanations, much attention has been focused on the many risk factors and patterns of behavior thought to underlie the current epidemic. These factors associated with violent behavior are both intricate and often interrelated, and include such societal ills as poverty, joblessness, hopelessness, and prejudice. Additional related variables impacting the lives of young people include unhealthy families; drug and alcohol abuse; access to drugs, guns, and other weapons; past victimization; and neighborhoods plagued by crime.

Many researchers feel that abuse and neglect also put children at higher risk of becoming delinquent later in life. Others have suggested that involvement in gangs; the influence of peers (pressure not to back away from potential conflict, for example, or pressure to carry a weapon); excessive discipline; inadequate supervision; perceived lack of meaningful economic, recreational, and educational opportunity; past aggression; an inability to control anger, conflict, and frustration nonviolently; adolescent tendencies to live life “on the edge”; and the condition of one’s family and neighborhood contribute in some measure to our nation’s chronic youth violence problem.

Finally, even conditions at school can influence young people to become disruptive or delinquent. Specifically, poor school performance can increase a child’s propensity towards delinquency. The ability of a school to engage all students in meaningful learning is therefore critical to preventing violence. School and classroom management practices might also inadvertently increase the risk of violence among some students. **The climate of the school, which includes a number of factors ranging from its physical structure to instructional approaches, is therefore also critical to creating a safe and supportive environment where meaningful learning takes place.**

It is clear then, that individual factors, as well as family, school, and community considerations, can put children and youth at risk of violence. No particular factor, however, predisposes a young person to a life marred by violence, nor do all people exposed to such risks resort to violence. Many young people, in fact, prove exceptionally resilient to the factors that may put others at risk. Finally, behaviors that are subject to effective interventions can indeed be modified.

Violence Involving Young People

Youth as Offenders

Children are said to be a reflection of the society in which they live. It should not be surprising, then, that increasing numbers of young people are involved in violence in one way or another, as victims or as perpetrators. Much attention at the national, state, and local levels has been given to youth violence, and with good reason. Violence involving our nation’s young people has become an all too familiar phenomenon.

During the last few years the number of violent crimes committed by school-aged youth has spiraled to frightening proportions. According to the U.S. Department of Justice, for instance, the number of people under age 18 arrested for violent offenses increased by 50 percent between 1987 and

1991. Arrest rates of juveniles accused of murder rose a staggering 85 percent during this same period. And although estimates of the use of weapons among young people vary, the U.S. Department of Justice reports (in its 1994 report, *Firearms and Crimes of Violence*) that our younger generation is also disproportionately affected by crimes involving handguns. Still, only a small number of high risk youth are responsible for most serious juvenile offenses, according the U.S. Department of Justice.

While media attention often focuses on children and guns, it remains unclear how many young people regularly carry weapons either inside or outside of school settings. Several studies estimate that as many as one-quarter of our nation's high school students carry a weapon on a regular basis. Over one-quarter of the high school students who participated in the Center for Disease Control and Prevention's Youth Risk Behavior Survey in 1991 reportedly carried a weapon, gun or otherwise, during the month before the survey. Fifteen percent of sixth to twelfth grade students responding to a 1993 Louis Harris poll indicated that they had carried a gun during the previous thirty days. Equally disturbing, almost 40 percent of those surveyed by Louis Harris and Associates claimed to know someone who had either been injured or killed by a gun. Finally, eleven percent of the students polled said they had been shot at during the past year, while nine percent reported having previously shot at someone else.

Young people might carry a weapon for a variety of reasons — peer pressure to do so, to protect themselves, as a symbol of power or status, or to threaten or harm others. Weapons found inside schools should sound a warning to us all that knives, and increasingly guns, are too readily available to children and youth.

Gangs are often cited as a growing problem for many communities — urban, suburban, small town, and rural. Since schools are social places where diverse groups of young people regularly cluster, the potential for gang aggression in and

Youth Arrest and Victimization Rates

Youth Offending

- In 1991, 17% of all people arrested for violent crimes were juveniles. An estimated 3,400 young people were arrested for murder; 6,300 juvenile arrests were made for forcible rape; 44,500 were arrested for robbery; and 68,700 juvenile arrests were made for aggravated assault.
- In 1991, 1 out of 5 people arrested for weapons violations were under 18.

Youth Victimization

- At least 2,200 young people were murdered during 1991. Over 80% of homicide victims aged 15 to 19 were murdered with a gun. In addition, over 2000 teenagers (mostly white males) committed suicide.
- Each year, approximately 67 out of every 1,000 teenagers were victims of violent crime during the period between 1985 and 1988. By contrast, the victimization rate for adults over age 20 during this same period was significantly less — 26 out of 1,000.

Child Abuse and Neglect

- In 1991, approximately 2.7 million children were reportedly neglected or physically abused. Many researchers believe that young people who have been physically abused are at much higher risk of being violent themselves. Statistically, children who were abused were twice as likely to be seriously delinquent and twice as likely to be arrested as though who were not maltreated. Further, the effects of abuse were independent of the effects of poverty or family structure.

Source: Office of Juvenile Justice and Delinquency Prevention. Juveniles and Violence: Juvenile Offending and Victimization. Fact Sheet #3, July 1993.

around schools should not be taken lightly. Although there are no national estimates of gang-related violence, many say that gangs are more brutal than they have been in years past. Furthermore, younger and younger children are believed to be joining gangs, long thought to provide young people with excitement, a sense of belonging, and in some cases even money. Finally, although gangs have been traditionally dominated by young men, gang-related activity among females is also thought to be on the rise.

Equally disturbing is the prevalence of non-gang related physical fights among young people. Nationally, forty-three percent of the high school students who responded to the 1991 Youth Risk Behavior Survey indicated that they had been in a physical fight during the previous year — and today, fights all too frequently escalate to the use of deadly weapons. Many people are also concerned with what is commonly referred to as hate crimes, in which harm or the threat of harm is perpetrated against another because of prejudice against an aspect of that person's culture.

Youth as Victims

Young offenders are not the only problem facing educators and others concerned with youth violence. Statistics indicate that child abuse, as well as other victimization rates of young people in areas ranging from violent crime to sexual harassment, have also been on the rise. Indeed, data from recent National Crime Victimization Surveys indicate that contrary to popular belief, teenagers are far more likely to be victims of violence than older Americans (see box on page 8).

These trends in juvenile offending and victimization are indeed disturbing. No wonder, then, that violence in society, and in particular violence involving young people, continues to attract widespread public attention. The impact of violence on families, neighborhoods, and communities is sweeping and dramatic, and extends to the social institutions that serve these communities — including public schools.

Prevalence of Violence in Schools

While most schools are relatively free from serious violent behavior, including high profile crimes involving firearms, no school is immune. The U.S. Department of Education reports that between 1986 and 1990, 71 people were killed at school by guns. With many children and youth at risk of either developing violent tendencies or becoming a victim of violence, and an alarming number of teachers reporting attacks and threats of physical harm, schools cannot disregard societal violence and its impact on the ability of students and teachers to partake in a quality education program. The fear of violence at or near schools is also a serious problem affecting students and school staff that should not be overlooked.

Because of a lack of uniformity in reporting mechanisms — and because countless acts of drug use, weapons possession, and lesser acts of violence simply go undetected or unreported by teachers and staff — most national estimates of the incidence of violence in schools are based on surveys of students and teachers rather than on reported incidents. One *New York Times*/CBS News poll revealed that significant numbers of students feel that violence is indeed a problem inside school. Nineteen percent of white teenagers and thirty-seven percent of African American students indicated that violence, in fact, was the biggest problem at their school. Surveys have shown that teachers generally feel safer in school than students. For example, 77 percent of the teachers participating in the *Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools* indicated that they feel "very safe" at or near school. Yet in this same survey, **only half** of the student respondents reported feeling "very safe" in school, and 23 percent of the students polled said they had been victimized by violence either inside or near their school.

Another research tool often referred to is the School Crime Supplement to the National Crime Victimization Survey. This 1989 survey of twelve to nineteen year olds showed that approximately nine percent of the respondents had been victims of crime

at or near their schools during the previous six months. Of the nine percent, two percent said they had been victimized by violent crime, while seven percent had been victims of at least one property crime, such as theft. Six percent of the students said that there were places in or near their school that they avoided because they were afraid they would be victimized. Fifteen percent of the students surveyed said that gangs were present in their school. And reports of student attacks on or threats towards teachers were indicated by sixteen percent of the student respondents.

Sexual harassment of and by students is another category of violence that, while not always included with other forms of physical violence, has similar implications for schools. Sexual harassment

can range from namecalling or sexual comments to unwelcome touching, being grabbed, or being forced to kiss or do something sexual other than kissing. It is surprisingly common in schools, with both girls and boys being frequent victims of harassment. The American Association of University Women (AAUW) Survey on Sexual Harassment in America's Schools (8th to 11th grade), conducted by Louis Harris and Associates, found that 76 percent of the boys and 85 percent of the girls reported being harassed, with close to 25 percent being harassed "often." The connection between sexual harassment and school safety is very real. As one high school girl who had experienced harassment wrote: "The experience was unnerving. I was rattled. I felt insecure and vulnerable at school, which should be a safe place for learning."

Protective Factors and Resiliency

Many children exposed to factors that put them at risk of a number of problems, including delinquency, drug and alcohol abuse, and school failure, nonetheless avoid these problems and develop into healthy and productive adults. In recent decades, researchers trying to learn why some children are more resilient than others have studied numerous cohorts of children in an attempt to identify so-called "protective factors," or those conditions that foster resiliency in young people despite the negative odds they face.

A resilient child has been described as one who is socially competent, self-efficacious, and an effective problem-solver who is able to negotiate through a web of adversity. Longitudinal studies of resilient children indicate that the following protective factors, present in the family, school, and community, serve as a buffer against those variables that put that child at risk of unhealthy behavior such as violence:

- a positive, caring relationship with an adult;
- high expectations for behavior and abilities; and
- opportunities for meaningful participation and involvement.

Though many risk and protective factors exist outside of school, resiliency research supports the notion that effective schools can enhance protective factors in students, thereby reducing the risks they may be exposed to at home and in their communities. Such schools offer students an environment that fosters caring and supportive relationships with teachers, school personnel, and classmates. High expectations are held for all children and youth, who are given the support they need to meet such standards. And students are encouraged to be involved in school and extracurricular activities. These three factors, which foster a bond between child and school, are key ingredients to the healthy social and emotional development of all children, particularly those at increased risk of violence and other social problems.

Source: Bonnie Benard, "Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community." *Prevention Forum*, Summer 1992.

The Impact of Violence on Young People and Their Education

Unfortunately, there is much more to the epidemic of violence in our society than simple statistics. Numbers don't capture the crushing impact that violence has on individuals, families, schools, communities, and our nation as a whole. Every facet of one's life is affected when violence is experienced, whether one is a victim or a witness.

For victims, the impact can be physical, social, emotional, and even financial. Becoming a victim of violence may generate feelings of anger, sadness, fear, guilt, depression, and distrust, as well as physical and emotional effects. In extreme cases, children in crime-ridden communities who have been repeatedly exposed to violence can even suffer post-traumatic stress disorder. Other children may not be allowed out of the house to play. Indeed, the fear of violence in many neighborhoods and communities is giving rise to a generation of young people who, in order to assure their safety, are kept indoors, isolated from their peers. In the worst cases, our violent society leads some young people to anticipate an early mortality. Indeed, some Washington, D.C. youth have reportedly prepared for an early death by planning their own funerals.

The effect that experiencing or witnessing violence can have on a child's overall development naturally extends into the classroom. Cognitively speaking, children living in fear may have trouble paying attention, concentrating, and learning. Socially, the stress of being a victim, or of witnessing acts of violence, may make it more difficult for children and youth to relate to others in the classroom — and they may also become disruptive or even aggressive. In some cases they may withdraw from the classroom experience entirely. Psychologically, children that experience violence may develop problem behaviors, or they may regress in an attempt to cope with the insufferable events around them. This, in turn, can interfere with their healthy growth and development. In short, the trauma of being victimized, or of seeing a loved one harmed by

violence, inevitably affects a child's behavior in the classroom as well as his or her ability to learn.

Sadly, as shown earlier, victimization rates of young people are disturbingly high and scores of students have been exposed to violence in one way or another. An astonishing forty percent of thirteen- to seventeen-year-old respondents to the *New York Times*/CBS poll cited above indicated that they knew someone who had been shot during the past five years. And so regardless of the extent of violence actually occurring inside schools, many students live and learn in fear of the violence that is plaguing so many neighborhoods and communities.

When it does occur, violence inside schools can be particularly trying for students, teachers, and school personnel. Violent or disruptive behavior can not only destroy a positive learning environment in a classroom, it can negatively affect the ambiance of an entire school. Fear inhibits the ability of teachers to teach and students to learn. Fear of harm can also affect school attendance, for parents might keep children home from school in order to assure their safety. Furthermore, young people may decide to stop going to school altogether if they fear for their personal safety inside school. Nine percent of all middle and high school respondents to a New York statewide survey, and 16 percent of New York City students, said that such fear led them to miss school during the previous year.

The AAUW study cited above also explored the educational impact of sexual harassment on students. The survey found that students who had been victims of sexual harassment reported a disturbing number of detrimental effects: nearly a quarter of the girls said they had actually stayed home from school or cut classes because of the incidents; nearly as many said the experience had made it hard to study, and nearly thirty percent said this had made it hard to pay attention in school.

In addition to academic losses, the fear of violence also threatens extracurricular and other social activities, which may be reduced by schools in an effort to prevent violence in or around campuses.

The Role of Media/Entertainment

Television and other media violence are frequently blamed for today's epidemic of violence. The American Psychological Association's report *Violence and Youth: Psychology's Response* looked at a number of national studies and concluded that "there is absolutely no doubt that higher levels of viewing violence on television are correlated with increased acceptance of aggressive attitudes and increased aggressive behavior." Many believe that the absence of pain, grief, remorse, and consequences for violence seen on television and in movies or heard in music sends the wrong message — that violence is an acceptable way to solve their problems and that violence is symbolic of power. Moreover, the brutality that saturates many of the best-selling movies and video games is seen as unhealthy for young people and even dangerous. Finally, analysis of TV programming points to another disturbing angle — that women and people of color are disproportionately portrayed as victims, while powerful men are more often the killers. The many research studies that have found a correlation between violence on television and aggressiveness among young people back up some of these contentions.

Another concern is that media violence intensifies the fear of victimization that has become a daily part of life for many people. In other words, increased exposure to media reports of violence, as well as the violence in movies and music and on TV, may generate excess anxiety in children, or attitudes toward violence that lack sensitivity and empathy. Given the prevalence of television, movies, and music in our society, it is no wonder that schools are increasingly being called on to teach media literacy to our nation's young people.

Others argue, however, that blaming Hollywood and the media is nothing more than scapegoating, and that such arguments are ill informed about the deep-rooted origins that lead someone to behave violently. Still others may fear censorship of what is perceived to be inappropriate. For now, despite the available research, the debate continues.

Yet it is important to keep in mind that many children will spend as much or more time in front of the television than they will ever spend in a classroom. For example, twenty-five percent of the student respondents to the 1993 Metropolitan Life Survey on school violence said that they watched four or more hours of television, even on school days. The potential for television to influence children's behavior, either positively or negatively, is therefore significant.

or which students fearful of violence may simply avoid. For example, one middle school student from a Maryland suburb told the Study Group he had stopped going to school-sponsored dances because of the growing number of fights and tensions at these events.

Finally, the devastating effects of violence on the educations and future lives of those young people who resort to such behavior cannot be ignored. Suspensions and expulsions can easily lead such students to drop out entirely in favor of life on the street. While precise numbers are difficult to obtain due to lack of reporting requirements, it is known

that dropout rates in some districts still range between 25 and 50 percent, leaving hundreds of thousands of young people without educations or resources — or much hope for a better life. It is in just such circumstances that violence and crime flourish, costing the nation billions of dollars in law enforcement, prison construction, and lost productivity. And as homicides have become the leading cause of death for men aged 18-36 (and the third leading cause of death for schoolchildren aged 5-14!) many will pay the ultimate price, and thousands of families will needlessly suffer the grief of losing loved ones at far, far too young an age.

III. State Board of Education Leadership

Each state board should develop a state plan for dealing with violence among young people and its effect on teaching and learning. As part of the plan, the state board should work with a variety of stakeholders to assess the extent of the impact of violence on young people in their state as well as develop and support appropriate policies and programs that effectively respond to the problem.

The traditional response to violence in this country has come from the criminal justice system. Yet as rates of violence among young people have risen over the years, it has become increasingly clear that a multidisciplinary approach that includes education is needed to address this complex problem. While the root causes and effects of violence extend far beyond the schoolhouse doors, the potential for public education to reduce and prevent violence should not be understated. By virtue of their mission, state boards of education clearly have an opportunity to positively impact the future of children and youth by creating safe and supportive schools full of hope and promise, and where meaningful learning takes place. Furthermore, as policymakers and advocates for children, state boards are well-positioned to shield young people from violence by reducing some of the factors that put children at risk of violence later in life.

The core of the state board response should be the development of a state plan for dealing with violence among young people. Recognizing the critical role that a solid and engaging educational program in each school plays in reducing violence, such a plan may be part of the state's overall education reform package, or it may stand alone while being closely tied to the larger plan. However it is structured, it should include the following elements:

- a definition of violence in schools;
- a plan for assessing the extent and nature of the problem in the state;
- a strategy for collaborating with other agencies and organizations;

- assistance to local districts and schools in the development of their own violence prevention plans and strategies; and
- means for monitoring state progress in reducing violence among young people.

A Critical Assessment of the Problem

A basic first step for state leaders addressing violence and its impact on schools and learning is to assess the extent and nature of the problem. This will involve developing a definition of what the state means by violence, followed by a statewide look at the epidemiology of violence involving young people. Epidemiology is a field of medical science that surveys the incidence, pervasiveness, and control of health problems affecting the population. Violence, in fact, is now perceived as a public health problem because of its significant impact on morbidity and mortality rates.

An understanding of the factors that put children and youth at risk of violence is critical to a thorough assessment of the problem. Because state boards are concerned with the impact of violence on learning, their assessment must examine violence by and upon young people both inside and outside of school. An understanding of patterns of violence in school is essential, but it is not sufficient. As discussed earlier in this report, the factors that increase one's propensity toward violence are often complicated matters stemming from the home, the childcare or school setting, the neighborhood, and the community. State boards should therefore involve a wide range of stakeholders to ensure that assessments estimate violence involving young

people in all environments. Only then will boards have a complete picture of violence and young people, the risk factors involved, and the impact on students and their ability to learn.

Collaboration with health and human service agencies, law enforcement, juvenile justice and other youth-serving organizations will therefore be useful — even necessary — to state boards of education as they come to understand the patterns of violent behavior. Only then can boards develop and support appropriate prevention and intervention strategies. Armed with an understanding of young people in their state who are victims and perpetrators, policymakers will be better able to design strategies that specifically address their risks and behaviors.

Reporting Requirements

Some states have little information about how violence has impacted their public schools and how the schools have responded. This is because of the variance in reporting requirements among local districts and states. Some, though not many, states require districts to report violence in schools to a central location such as the state education agency. Even if reporting is required, however, differences in the way districts define violence in school may interfere with a general assessment of the problem. **The Study Group defined violence as any condition or situation that creates actual or fear of physical, psychological, or emotional harm and therefore impedes learning.** Namecalling, harassment, and bullying constitute violent behavior under this definition. It is important, however, that each state board develop its own criteria that defines violence in school, especially if they plan to require local districts to report such incidents to the state.

Critics of state reporting requirements may be concerned with implementation costs. Others may worry that reports might be sensationalized and that negative attention might be focused on schools where violent events have taken place. The latter is indeed a very real concern. After all, the last thing most schools would want is a report card chastising them because of reported incidents. State boards of

The biggest obstacle that we all faced in preparing reports on this topic for the State Board was the lack of consolidated information on the nature of the problem of school misconduct and crime in the state... Information is needed from the LEAs, from local school board members, central administrators, school building administrators of elementary, middle and senior high schools, and teachers. Those involved in both law enforcement and the judicial system need to be involved as well as representatives of other state and community agencies that address the problems of children such as public health, mental health and social services. Parents are a key component as well as members of the community.

Creating Safe Environments for Learning in North Carolina's Public Schools, North Carolina Educational Policy Research Center

education, therefore, should take steps to remove the stigma attached to schools and districts that report incidences of violence. Rather than being punished by the negativity that might follow such reporting, these districts should be provided with support and assistance. The purpose of statewide reporting is to assess the extent and nature of violent behavior inside schools. The stigma attached to reporting incidences, left unchecked, can become a barrier to compliance with such a requirement. And if districts do not uniformly report incidences of violence in accordance with the state's definition, any assessment of the problem will be incomplete. Data regarding the nature of violence in school settings will be neither valid nor reliable.

Indeed, better systems for measuring violence in schools are needed in order to design effective programs to prevent and reduce such behavior. Substantive information about the violent events as well as the perpetrators will provide state policymakers with a better understanding of the

sources of the problem — namely, the factors that put students in their state at risk of various types of violence. Prevention and intervention efforts can then be designed to reduce these risks.

Assisting Local Districts and Schools

Part of the state plan should include assistance to local districts and schools in the development of their individual plans for responding to school violence. Such support can come in the form of resources (such as grants for specific projects or programs) or technical assistance (development of model school plans or policies). For their part, **state boards of education and state education agencies should serve as a resource for model safe schools programs, policies, and plans that foster safe and supportive schools that enhance learning.**

Providing such a service will not always be easy, however. While an abundance of information on how to reduce violence in schools is readily available, including a multitude of educational programs that have recently flooded the market, not all such programs have undergone rigorous evaluation. Many programs are still fairly new. Others may have been evaluated, but not longitudinally. Clearly, more research is needed before we can conclusively say which strategies will work where and why. For the present, then, it is especially important that “BUYERS BEWARE!” Programs that seem promising on paper may not be proven effective in the classroom. Furthermore, a program that is effective in one setting may not be effective in another.

States may wish to help further the research base by providing resources for model programs and requiring vigorous evaluations as part of the grant. In the meantime, state boards and other educators who are forced to pick and choose among a number of alternative programs and strategies should keep in mind the following themes:

- A comprehensive prevention program should include multiple interventions that are woven

into the entire fabric of the school. For the best results, classroom-based initiatives should not be implemented in isolation of other interventions; rather, they should be part of a school-wide program that includes a focus on school climate, school discipline, and conflict resolution and mediation.

- A systemic approach that is linked to and supported by the community is essential to the long-term prevention of violence involving young people. School-based prevention and intervention programs that are adopted without sufficient assessment, testing, and evaluation are often criticized as quick fix responses. Unfortunately, there is no simple solution to this problem.
- Prevention strategies should address the factors that put young people at risk of violence, as well as protective factors that foster resiliency. They should do so, moreover, in a manner that is both developmentally and culturally appropriate.
- The goals of any prevention program or plan should build on the educational mission and goals of the state, district, or school.
- Strategies should be based on current research regarding effective prevention and intervention.

Unfortunately, the Study Group acknowledges that even the highest quality educational programs alone are not enough to win this battle. Such programs are only one of a number of necessary components of a community-wide plan to combat this epidemic. School-based interventions need to be reinforced by prevention efforts aimed at home, neighborhood, and community, and other youth-serving organizations and agencies, in addition to students themselves and their families. Collaboration at all levels is critical. At the state level, state boards of education can model cooperation and collaboration while ensuring broad-based participation and dialogue. Through policies, and more importantly process, they can serve as a bridge between public education and the larger community.

Integrating Violence Prevention into State Plans under Goals 2000

Because of the far-reaching effects that violence has on teaching and learning, the question of how to reduce and prevent violence should be included in state education reform plans. During the next several years, many states will be using funds available under the *Goals 2000: Educate America Act* to develop or build upon state education reform efforts. (Goal Six states that "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive for learning.") States that choose to participate in Goals 2000 must submit a state education improvement plan that includes content and performance standards, assessments, and opportunity-to-learn standards or strategies.

Congress gave tremendous flexibility to states, allowing each state to define the term "opportunity to learn" based on the criteria it deems appropriate and in the form either of standards or strategies. (The implementation of the standard or strategy is purely voluntary at the state and local levels.) Because the concept of opportunity to learn is undefined and somewhat amorphous, limited only by how it will help students meet content and performance standards, a state's opportunity-to-learn standards may stretch beyond traditional notions of teaching and learning.

Given this flexibility, school safety is an appropriate issue for states to address as they develop opportunity-to-learn standards or strategies. The National Education Standards and Improvement Council will certify voluntary national opportunity-to-learn standards based on a number of criteria stated in the law. One of the elements the Council will use is "the extent to which school facilities provide a safe and secure environment for learning and instruction...."

Although states are not required to consider the same elements for opportunity-to-learn standards or strategies as the Council, the listed elements do provide guideposts for the wide range of areas that states may deem appropriate opportunity-to-learn criteria for their students. The safety and security of students and school staff should be considered a key element of a child's opportunity to maximize learning at school, and in many schools is no less important to learning than the quality of the instructional materials.

Checklist for Action

- ✓ Collaboration and cooperation with federal, state, and local agencies, organizations, and stakeholders should be fostered by state boards of education as part of an assessment of and response to violence involving children and youth in their state.
- ✓ The state board should utilize its position to raise awareness among lawmakers about the serious impact of violence on the state's public schools and the actions that must be taken to help stem this epidemic.
- ✓ State boards should ensure that their violence prevention plan is consistent with and integrated into the state's overall education reform plan.
- ✓ State boards should serve as a resource for model safe schools policies and plans as well as prevention and intervention programs that have been evaluated and proven effective.
- ✓ State boards should challenge political leaders at all levels to provide the resources and the leadership that is needed to respond to this emergency.

Federal Initiatives

The Administration and the 103rd Congress focused an unusual amount of attention on violence as it affects children, youth and schools. While everyone has decried the rise of violence by and against children and youth, the proposed prevention solutions have not always engendered widespread bipartisan support. The major federal legislation recently enacted on violence and schools consists of:

- The Safe Schools Act, a one-year program of \$20 million that provides competitive grants to local school districts to conduct a variety of prevention programs such as conflict resolution, peer mediation, hiring security guards and installing metal detectors.
- The Safe and Drug Free Schools and Communities Act, which will be the renamed version of the Drug Free School and Communities Act, reauthorized in 1994. The new Act will require state and local school districts to take a comprehensive and integrated approach to violence prevention.
- The Omnibus Crime Act of 1994, which balances prevention with punishment. After heated debate, several of the youth prevention programs were retained in the enacted legislation. For example, the Act creates an interagency Ounce of Prevention Council to coordinate crime prevention programs; Community Schools for after-school, summer and weekend programs for children and youth; school-based education, mentoring and other programs for at-risk children; and a block grant of local crime prevention activities distributed to local governments for programs that may include schools.
- The Gun Free Schools amendment to the Elementary and Secondary Education Act, enacted March 31, 1994, which mandates that all school districts have a policy of expelling a student who brings a gun to school for a minimum of one year or forfeit federal funds. The chief officer of the district may waive the rule on a case-by-case basis — language that is primarily intended to protect the “stay put” provision in the Individuals with Disabilities Education Act.¹

¹ The Gun Free Schools amendment will sunset unless it is included in the reauthorization bill that will be enacted by the end of the 103rd Congress. A proposal in the House reauthorization bill would change the provision so that districts are required to have a policy dealing with students who bring weapons to school, but which does not dictate the content of the district's policy. The U.S. Department of Education, at this time, has not issued regulations on the Gun Free Schools provision.

V. Responding to Violence and Disruptive Behavior in Schools

State boards of education must protect the right of students and staff to feel safe and secure in a classroom, as well as the right of children and youth to receive a public education. To do so, state boards must assure that a continuum of sanctions is available for children and youth who have been disruptive or delinquent. Efforts must be made to keep such children, to the extent possible, in their neighborhood school.

Expulsion

Education leaders are naturally frightened by the increasing prospect of violence in schools — and the far-reaching effects that violence and disruptive behavior can have on teachers and students should not be understated. Yet the Study Group is concerned that in some instances, the widespread fear among educators is overriding the educational opportunities of some children and youth. Indeed, public anxiety about violence involving youth is at an all time high, and the mounting pressure for school safety has culminated in an unsettling trend: *many young people are being expelled from public schools without alternative educational programs in place for them.* As advocates for all children, state boards of education should be vocal against the excessive use of expulsion, reserving such disciplinary actions only for those cases where it is absolutely necessary: for serious and chronic violent offenders. Moreover, board members should oppose legislation linking federal funds to expulsion mandates that do not provide resources for alternative educational programs.

Visionary and creative leadership among state boards is critical to protecting the rights and safety of all students and school staff. While any student or staff member who threatens the safety of others should be removed from a classroom, as appropriate, such students must continue to be provided with a quality education that includes conflict resolution, appropriate psychosocial services, and plans for reintegration into the neighborhood school. Inter-

vention and deterrence should be individualized and student-centered. State boards of education must therefore ensure that a continuum of consequences is available for children and youth who have behaved violently or are disruptive, and that to the maximum extent possible efforts are made to keep such a child in the neighborhood school.

Board members should be proactive in the development of viable alternatives to expulsion so that children and youth who have had discipline problems can remain in their regular school if possible. Such efforts are essential, because in many cases the structure and support of the classroom may be one of the only positive paths toward success available to such children. The focus on academic achievement and personal growth that is provided by a good school can have a positive impact on behavior. Furthermore, in some situations there is no alternative educational program available to children and youth who have been expelled. Many students who are removed from school may never return to a classroom — and what is probably the last best chance many of these young people will have for a positive future is thrown away.

Policymakers must be honest in admitting that expulsion does not solve the problem of youth violence. Expulsion only shifts the problem away from the classroom to neighborhoods, and frequently to the streets near schools. An expelled child becomes a problem for parents, a potential problem for the larger community, and all too often for police and the juvenile justice system.

Parents and students have every right to expect that school will be havens of safety for their children in a very violent world. That cannot occur without a serious and significant response to the problem. While it is important that violent and aggressive youth be removed from their school situation so safety prevails for students and staff, we must also be careful not to create "throw away kids." Schools must always be the last bastion of hope for children.

Recognizing that the cost of incarcerating a young person in New Jersey is \$28,000 per year, it is substantially better, on financial grounds alone, to educate that child, provide him with job and socialization skills than it is to allow him/her to become a more skillful criminal and greater threat to society. Therefore we must address both the needs of the general population as well as the needs of the violent student. Otherwise the problem will manifest itself in a different venue — Main Street, USA rather than in the schools.

People who are uninformed or simply looking for notoriety may offer a simplistic recommendation -- swift and permanent removal of violent students from school will result in a satisfactory solution. It will not! To the contrary, many of the problems that schools have are from those students who have been expelled or suspended trying to reenter the school itself.

Too often schools do not take a proactive position to preventing violence and vandalism, fearing that utilization of police or security personnel will reflect poorly on the school. Instead it should demonstrate to parents and students that the school authorities have genuine concern and care for their safety and have taken steps to prevent one of the numerous problems...from happening in their high school.

The Report of the New Jersey Department of Education Violence and Vandalism Prevention Task Force

Today policymakers and administrators at all levels are under tremendous pressure to rid the schools of young people whose behavior has been disruptive. It is important to remember, however, that students are not only expelled for bringing a gun to school. Young people can be removed from school for an array of behaviors, dependant upon state and local policy. State boards of education should take steps to ensure that expulsion is neither used needlessly nor discriminantly against children in their state. Boards should also advocate for local flexibility and discretion so that decisions to expel can be made on a case by case basis. Finally, if expulsion is statutorily mandated, state boards should argue for funding to accompany the mandate so that alternative education can be made available for students expelled under the law.

Alternatives to Expulsion

The Study Group challenges education leaders to send a positive message to students perceived to be violent or disruptive: that they will be held accountable for their behavior, that they are going to be educated, and that they are valued. As visionary leaders, state boards of education and state education agencies should develop alternatives to expulsion that, to the greatest degree possible, can be carried out within the regular school setting. Some alternative consequences that, depending on the severity of the behavior, can be used in place of expulsion include the following:

- in-school suspension;
- school service projects;

- community service programs.
- home instruction;
- evening and weekend academics; and
- counseling programs.

These are just a few examples of how children who have been in trouble can be disciplined without being expelled. Yet more creative alternatives are clearly needed, and the Study Group emphasizes that policymakers and administrators must be allowed sufficient discretion so that appropriate sanctions can be designed that are effective responses to the behavior in question. Lacking viable alternatives, students will either be removed from the school or continue to agitate and frustrate their teachers and classmates. Indeed, nearly half of the

teachers responding to a survey released by the National Center for Education Statistics in 1991 indicated that their ability to manage a classroom was impeded by a lack of alternative programs for disorderly students. Thirty-five percent of public school principals responding to a similar survey in 1992 said that a lack of alternatives impacted their ability to sustain a disciplined environment.

In developing alternative programs, efforts should be made to ensure that the punishment fits the behavior, and that this connection is understood by the student in question. In addition, to be effective alternatives to expulsion should:

- take little or no time away from instruction;

Recommendation 5: School systems should provide high quality alternative educational programs for violent students who have been suspended from school. The General Assembly should fund alternative programs.

...Because of the expense of alternative educational programs, it is expected that such a placement would constitute the last step in a continuum of services for such students. Placement should be viewed as temporary, with the goal being the return of the student at the appropriate time to the regular school setting. While the format of such alternative educational programs may vary from a small informal program similar to homebound instruction in some systems to more formal school settings in larger systems, the focus must be on providing a strong academic course of study with a therapeutic emphasis. Other service agencies such as Public Health, Mental Health, Social Services, Juvenile Justice, etc., must be an integral part of the team providing this alternative program.

Whatever the cost of alternative education programs, it will pale in comparison to the human cost of further violence or even the annual cost of incarcerating such students later in life. In fact, it is about 10 times as expensive to send a student to training school as it is to educate him in the public school.

During the 1991-92 school year, it is estimated that over 1,300 students were suspended for the remainder of the school year for violent behavior. A quality program which will both teach and treat these students will cost about \$3,500 in additional funds beyond current funding levels per student or an annual cost of \$4.5 million. Failure to intervene at this level may lead to placement in training school at an annual cost of more than \$32,000 per student.

*from Executive Summary Report of the Task Force
on School Violence (North Carolina)*

RESOLUTION

WHEREAS, The State Board of Education and the Juvenile Probation Commission Board recognize that all students should be educated; and

WHEREAS, An education is critical to students having the knowledge and skills necessary to make responsible choices; and

WHEREAS, An education assists students in becoming productive citizens; and

WHEREAS, In the interest of all students' health, safety, general welfare, and the opportunity to benefit from an education, expulsion at times is necessary; and

WHEREAS, Expulsion is a deterrent to students receiving an education and may increase students' vulnerability of becoming involved in juvenile crime; and

WHEREAS, The State Board of Education and the Texas Juvenile Probation Commission Board recognize that the community as a whole must accept and share the responsibility for meeting the needs of expelled youth; and

WHEREAS, Alternative educational programs may foster student success through non-traditional approaches; therefore, be it

RESOLVED, That the State Board of Education and the Juvenile Probation Commission Board advocate for the creation of alternative educational programs for students that have been expelled from school; and, be it further

RESOLVED, That the State Board of Education and the Texas Juvenile Probation Commission Board request the 74th Texas Legislature to appropriate adequate funding for alternative educational programs for expelled students; and, be it further

RESOLVED, That any funds available for alternative educational programs for expelled students be allocated on the basis of documented broad community support, multi-district collaborative efforts, and commitments from other appropriate public agencies to share responsibility for needed services.

Texas State Board of Education

*Texas Juvenile Probation
Commission Board*

- provide counseling or other psychosocial services, as needed;
- teach conflict resolution and other problem-solving skills;
- maintain high standards for learning and behavior;
- accommodate various learning styles in an effort to work with all children and youth, as well as redirect their energies;

- be appropriately supervised; and
- engage family members in seeking a solution.

Under some circumstances, a student's behavior may warrant his or her removal from school. In such cases, schools are obliged to take whatever steps are necessary to ensure the safety and security of all students and staff. It is essential, however, that alternative placements be available for children

Securing the School Building

A variety of strategies, ranging from closed campuses to dress codes to high-tech communications devices, are being employed around the country to ensure the safety of students and school personnel while they are at school. Issues to be considered when discussing any security measure include the cost of implementation, the effectiveness of the proposed change, and the impact that the measure will have on the overall ambiance of the school. The following paragraphs describe a number of approaches that have been taken to prevent societal violence from spreading into classrooms, hallways, and cafeterias.

Security Personnel — Many districts have taken steps to augment the presence of adults on campuses by both increasing the visibility of school personnel and assigning security staff to schools. In some jurisdictions, police officers have been designated to patrol schools, while other districts have hired their own security staff. In any case, efforts should be taken to ensure that school security personnel have been trained to interact with children and youth and that they are fully integrated into the school community.

Metal Detectors — Debate on the use of stationary and hand-held metal detectors continues as schools around the nation wrestle with sensitive security issues related to how to keep weapons out of school while at the same time maintaining a pleasant learning environment rather than a fortress mentality. On the plus side, metal detectors may increase campus security by locating weapons before they can be brought into school. Unfortunately, while such instruments may reduce the presence of weapons inside schools, they do little to stem violence in general. The results of a 1992 survey of New York City high school students conducted by the CDC indicate that metal detector programs may prevent teens from bringing weapons into schools, but they do not lessen the amount of youth violence or weapon-carrying taking place outside of school. Respondents attending schools where security officers randomly scanned incoming students with hand-held metal detectors were less likely than students at high schools without metal detectors to report having carried a weapons inside school and on their way to and from school, but just as likely to report carrying a weapon outside of school.

Building Design — Barricades, fences, and other physical barriers have been constructed around some schools in an effort to control access to the building as well as to separate the school building from its surrounding neighborhood. In its report *Violence in Schools: How America's School Boards Are Safeguarding Your Children*, the National School Boards Association reports that an Arizona district built fences along campus borders after one school experienced a drive-by shooting.

Communications and Technology — A communications system that links classrooms with the school's central office, or with the authorities in case of an emergency, may be designed to increase safety within classrooms. Telephones and/or alarms may lead teachers, in particular, to feel more secure in their classrooms, which may be located a good distance away from the school's central office. Video cameras can also be placed in schools as surveillance tools and as deterrents to disruptive behavior.

and youth removed from their school. Developmentally appropriate instruction should not be interrupted.

Many districts have alternative placements available for students who are suspended or expelled from public schools. Generally, alternative schools are designed to serve students who are either at risk of dropping out of their regular school or have trouble learning in a conventional classroom. Traditionally, students who have had difficulties in school that may or may not be related to discipline have enrolled in alternative programs. School systems around the country, however, are having to create more alternative schools in order to handle the numbers of students who are suspended or expelled because of discipline problems.

State boards of education need to monitor the expansion of alternative schools for a number of reasons. First and foremost, steps should be taken to ensure that these settings do not operate simply as schools for so-called "bad kids." The stigma attached to students assigned to a reform-type school is potentially harmful, and puts the future of these students in even more jeopardy. Furthermore, the availability of alternative schools should not be allowed to give rise to more expulsions and referrals. In the spirit of inclusion, efforts should always be made to educate children with discipline problems in their regular school. Finally, education leaders must ensure that the removal of a child from a classroom is never based on race or disability, or used to suppress civil rights in any way.

The ultimate goal of alternative placements should be to return students to their home school. Therefore, in order to prepare students for re-entry into the regular classroom, as well as for their lives after graduation, alternative programs should provide all students with:

- high-quality academics;
- a disciplined environment that enforces high standards of behavior;
- quality counseling and other support services, as needed;

- conflict resolution, mediation, negotiation, and other non-violent problem-solving skills;
- individualized intervention and small-group instruction;
- guidance and goal setting, to prepare students for the next stage in their lives; and
- a personalized environment that accommodates various styles of learning.

Depending on the students they serve, alternative schools may also provide the following services:

- career counseling;
- opportunities for job training;
- counseling for drug or alcohol abuse; and
- flexible scheduling for older students.

State board policies should extend to public alternative schools and the students who attend them. Alternative programs should be monitored as part of the board's accreditation and program review processes.

School Safety Policies

Policies on discipline and the possession of alcohol, drugs, and weapons have been developed by most school districts. Other policies related to violence in school govern the use of suspension and expulsion, referrals to alternative programs, and a plan of action to be put in motion in the event of a threatening situation. Such policies, as well as codes of student conduct and policies related to sexual, racial, and religious harassment, should be made clear to all students and staff. All codes of conduct, moreover, should make clear the range of sanctions that will be imposed for various violations. Students, parents, and staff should be made aware of what is expected of them as well as what will happen in the event that a rule is broken. Discipline policies should also outline due process procedures and set forth an appeals process for those charged with infractions, so that students and their parents are aware of their rights as well as their responsibilities under the school's policies.

Parents, teachers, and students should be included in the development of such policies. All policies should reflect the constitutional rights of students and staff, including their right to due

process. In order to be effective deterrents to misbehavior, moreover, policies must be consistent with federal, state, and local laws and guarantee fairness towards everyone.

Checklist for Action

- ✓ **State policymakers should assess the quality of alternative education programs as part of their monitoring function.**
- ✓ **State and local policymakers should assure that rules, regulations, rewards, and recognition are made clear to students and staff as well as applied consistently.**
- ✓ **State Boards should promote the inclusion of mediation, crisis intervention, and classroom management skills in teacher training and staff training and development programs.**

V. Preventing Violence: The School Environment and Curriculum

State plans should include long-term strategies to prevent violence that incorporate a focus on the climate and culture of the school; cross-disciplinary instruction about violence, conflict resolution, and ethics; and intervention programs such as peer mediation, mentoring, and counseling services.

Without a doubt, young people who behave violently either inside or outside of school should be held accountable for their behavior. Fair and consistent discipline, imposed by both schools and the juvenile justice system, is essential to deter children and youth from engaging in violence. Punishment and deterrence, however, are only part of the solution. The Study Group believes that schools and their surrounding communities must simultaneously take action on another front in order to effectively reduce violence for the long term — that of prevention.

A preventive approach to violence among youth involves recognizing, understanding, and modifying the wide array of risk and protective factors that influence young people and their propensity to resort to violence. Broad-based community prevention efforts, therefore, might include attempts to provide jobs in the community, strengthen families, rehabilitate abusers of alcohol and drugs, influence the portrayal of violence by various media, support victims of violence, and improve schooling.

Because factors that may lead to violent behavior can affect children at an early age, it is important that prevention and intervention efforts reach even the very young. Public schools, serving over forty-two million children every day, are therefore natural agents (along with parents, families, and religious and other social institutions) for community change.

While many state policymaking bodies have made serious efforts to reduce violence among

young people, the reality is that most violence prevention through education is implemented at the district or school building level. Today, many schools are facing this problem head on. They have used such long-term prevention strategies as restructuring efforts to change the culture of the school; cross-disciplinary instruction about violence, conflict, and social competencies; and anti-violence programs such as peer mediation, mentoring, and counseling services. However, such strategies are not always comprehensive or sustained. **Key to successful prevention is that classroom-based initiatives should be carried out as part of a school-wide effort, which in turn should be implemented in conjunction with community interventions aimed at the family, the neighborhood, and the local economy.** Only a community-wide, comprehensive approach to the prevention of violence can create an environment in which children and youth can put their resolution and mediation skills to good use when they are outside of school.

Restructuring Schools to Prevent Violence

Education is a powerful tool for preventing societal violence. Schools that provide a safe and supportive atmosphere where students are engaged in meaningful learning can provide children with the promise of a meaningful and fulfilling future. Good schools and teachers can help mitigate the feelings of hopelessness typical of violence or poverty-ridden neighborhoods or dysfunctional families — conditions frequently associated with violent and disruptive behavior in young people. The Study Group believes that such schools:

- foster a caring atmosphere that promotes positive attitudes and relationships among students and staff;
- make policies and plans clear to students, parents, school personnel, and the surrounding community;
- encourage the involvement of parents, families, and others in the community;
- make counseling and other health services available as needed;
- provide high quality career counseling and school-to-work programs;
- hold all students to high standards for learning and behavior, without making distinctions between supposedly high and low achievers; and
- enforce rules and regulations consistently and fairly.

An Innovative Approach to Developing School Leaders: The Indiana Principal Leadership Academy

Responding to calls for more intensive professional development opportunities for public school principals, the Indiana General Assembly in 1986 appropriated funds to develop the Indiana Principal Leadership Academy (IPLA). What is unique about the IPLA is that it provides much more than short-term professional development. Indiana principals participating in the program commit themselves to undergoing extensive training during 18 days of inservice over the course of two years. Instruction centers on a number of topics related to leadership skills, effective communication, school climate, and school programs. Using a mixture of reading, lectures, group work, and field experiences, academy sessions are designed to empower principals by providing them with the skills they need to be effective managers as well as leaders of school change.

Some researchers believe that certain aspects of a school's organization and climate can influence the incidence of violent and other disruptive behavior within schools. For example, smaller schools (or schools within schools) can better foster the supportive relationships and increased communications among students and staff that can lead to personal growth, a supportive school climate, a reduction of tensions, and other means of helping students resolve conflict in nonviolent ways. Team teaching, where several teachers are assigned to the same group of students over a number of months or years, may also help nurture meaningful relationships between students and their teachers. On the other hand, the practice of academic tracking may lower the self-esteem of students identified as low achievers, leading in turn to a sense of hopelessness in place of a commitment to learning.

Another feature of school climate and organization that can affect safety is the overall mission of the school. The importance of making policies and regulations clear to students and staff was outlined in the previous chapter. The mission of a school, however, is more than just its discipline code. The mission should include goals for students and staff, as well as statements about the value of young people, the importance of learning, and the promise of an educated life. In essence, the mission is a statement about the culture and direction of the school, much like the mission statements developed by the state board of education or by corporations. The mission statement, posted for all to see and taken to heart by staff, can increase cohesiveness in the school setting and strengthen the focus on learning, thereby reducing discipline problems.

The Study Group believes that a restructured school should operate as a community within the larger community. A vital relationship between the school and the larger community can strengthen the link between education and life outside the school and increase the likelihood that lessons and behavior learned in one environment will transfer to the other. In addition, a community school would remain open after regular hours and on weekends so that children have a safe place to participate in

activities that are healthy, constructive, fun, and supervised. It is paramount that prevention efforts provide young people with safe alternatives to trouble. Schools can play a vital role in doing so.

Finally, **effective leadership is essential to creating a supportive, safe, and secure school climate.** Many principals have literally transformed schools barraged by delinquency into safe and disciplined havens focused on achievement. It is important that state boards support efforts to recruit and develop effective school leaders -- visionary principals who are strong, yet caring; who are in touch with and available to teachers, students, and parents; and who are often seen in the hallways, classrooms, and on playgrounds.

Violence Prevention Curricula

Intervention strategies implemented at the classroom level in the form of curricula and instruction are also central to the ability of a school to prevent violence. State boards of education have broad authority over curriculum guidelines and instructional practices. Indeed, curriculum reform is often a centerpiece of statewide reform efforts. State boards, therefore, can promote the development of program designs, curriculum guidelines, and instructional and assessment tools that emphasize the kind of problem-solving and decision-making skills that children need to lead a life free of violence.

The prevention of violence through education should not be limited to schools that are currently having problems with conflict and discipline. The Study Group believes that all schools should provide young people with the skills that they need to understand and manage conflict, to communicate and negotiate, to make healthy decisions, and to resolve problems without resorting to violence. Furthermore, the Study Group believes that schools should play an important role in building character among young people by fostering values that provide alternatives to violence.

Today many schools across the nation have turned to violence prevention intervention programs

to deter children and youth from resorting to violence both inside and outside of school. As with other prevention efforts, there is not enough research available on such programs that tells us whether or not they actually alter behavior for the long term. Longitudinal evaluations of many programs probably won't be available for several years. However, many such programs, when implemented along with other interventions, appear promising, particularly when they are:

- developmentally and culturally relevant;
- woven into the entire fabric of the school, rather than just added on to the curriculum;
- implemented at all grade levels;
- part of a comprehensive school and community-wide prevention effort; and
- implemented consistently over time.

A common approach to school-based violence prevention has been the addition of conflict resolution to curricula and instruction. Conflict resolution education teaches students of all ages how to understand, cope with, and resolve conflict non-violently; how to effectively manage anger or frustration; and how to control their behavior. Through instruction, group work, and role play, students may be asked to solve a problem through listening, negotiation, and compromise. Attention is focused on the causes and consequences of conflict, and how it can be settled non-violently. Another intervention strategy often implemented with conflict resolution is mediation, whereby teachers, parents, or students are trained to be mediators in real-life conflicts at school.

Some states now require a separate conflict resolution course, while others teach skills for settling disputes across more than one discipline. In social studies, for example, students can learn about past conflicts as well as our history of societal violence. The Study Group believes strongly that such lessons should accurately depict past and present events. Discussion of war, for example, should neither glorify violence nor minimize its consequences.

The Resolving Conflict Creatively Program

One violence prevention program that aims to create a culture of nonviolence throughout the entire school is the Resolving Conflict Creatively Program (RCCP). Begun in 1985 in New York City public schools, this K-12 program, jointly sponsored by Educators for Social Responsibility-Metro, is now being implemented in 250 schools in 5 districts nationwide: New York City Public Schools; Anchorage School District; New Orleans Public Schools; Vista Unified School District in California; and the South-Orange Maplewood School District in New Jersey.

While many conflict resolution programs include only a curriculum component, RCCP takes a comprehensive approach to the prevention of violence. In addition to curriculum, RCCP focuses on how to create a school climate that is both caring and supportive of students and staff. Parent, student, and staff involvement are central to the RCCP philosophy. Included in the model are a number of components, including the following:

- **A Curriculum Component:** Elementary, secondary, and special education curricula, focusing on violence prevention, conflict resolution, and multiculturalism have been developed by RCCP. Through role play, group work, and other instructional techniques, RCCP curricula develop conflict resolution skills in young people, helping them to communicate, cooperate, negotiate, and solve their problems peacefully. RCCP also educates children and youth in intercultural understanding. Lessons in multiculturalism focus on "bias awareness" and how to counter bias.
- **A Training Component:** Teachers and administrators are thoroughly trained by RCCP staff before they begin implementing the program. The intense staff development component covers the nature of conflict as well as conflict resolution, plus instructional approaches such as role play and cooperative learning. RCCP instructors also prepare classroom teachers to integrate conflict resolution skills across a variety of curricula. Finally, RCCP provides follow-up assistance and support to teachers by assigning an RCCP staff member to them who visits their classrooms several times a year.
- **A Mediation Component:** Students are trained to be peer mediators in some schools that have been implementing RCCP for over a year, so that faculty familiar with the program are available to support and coordinate the student mediation program. Students who have undergone three days of intense training are then available to mediate disputes among their peers.
- **A Parent Component:** In an effort to encourage students to employ conflict resolution skills outside of school, a growing number of RCCP schools are implementing a parent involvement program. Parents are then trained to teach other parents about handling conflict.

Source: William DeJong, Ph.D. *Learning Peace: The Resolving Conflict Creatively Program in the New York City Public Schools.*

Some critics of conflict resolution fear a "solution of the month" mentality among policymakers and administrators: after a program is quickly selected, they may too easily feel that the problem is solved, case closed. As noted earlier, attention must be paid to a number of factors associated with violence among young people — the underlying causes, the effects, the patterns of violence in a particular school or community. In addition, it is clear that more long-term evaluative data is needed before sweeping conclusions can be made about the impact of the assortment of conflict resolution programs that are currently being marketed. Critics also warn that much of the research showing that programs have led to positive change in students are based on surveys of teachers and students. While such results appear promising, many researchers are calling for more in-depth evaluation. Lastly, some experts warn that the resolution, mediation, and problem-solving skills that are cultivated in students may not, in fact, affect their behavior outside of school, particularly if they are repeatedly exposed to violent attitudes and behaviors in their homes, in their neighborhoods, and on their televisions. However, some programs, including the Resolving Conflict Creatively Program that is featured on page 28, have taken a comprehensive approach that aims to extend its influence on behavior beyond the classroom.

In the final analysis policymakers and educators must analyze the problems in their own state, become familiar with the science of behavior, weigh the available evidence concerning prevention programs -- and then take their "best shot" in choosing which programs will be the most effective. While serious evaluations should be supported, given the urgency of the current situation, we cannot afford to wait for the results of long-term research. Too many young lives are at stake right now.

Character Education

Like conflict resolution, character education can either be taught as a separate course or infused into various curricula. Character education might

We recognize that the foundation of our free and democratic society is a populace educated to respect sound values and make intelligent decisions through open discussion and the exchange of ideas. It follows, therefore, that the schools, working with the home, religious institutions, government, business and industry, and community organizations, must actively reinforce basic, clearly identified values. In that way, present and future generations will develop the character, acquire the knowledge, and possess the wisdom needed to function in society.

*Character Education in Ohio:
Sample Strategies,
Ohio Department of Education*

include lessons about values that promote democracy, pluralism, and responsibility to the community, thereby guiding the development of young people into conscientious citizens. Instruction might also include a discussion of values that are harmonious with the non-violent resolution of conflict. Finally, character education can teach students about their rights and responsibilities before the law and help them think about the consequences of their behavior from a larger societal context.

Oftentimes, character education is depicted as the indoctrination of values that may or may not be compatible with one's self, family, or culture. By no means does this report endorse such a scheme. The Study Group feels, however, that it is important for schools to reinforce some of the values that are common to society, such as responsibility, honesty, and respect, through setting examples for young people as well as through quality education.

Conflict resolution, mediation, and character education are just a few of the many educational interventions that are practiced in elementary,

middle, and high schools across the country. Other classroom-based programs designed to prevent violence teach children and youth the following:

- social and emotional competencies;
- crime prevention;
- law-related education, to foster knowledge of and respect for the law;
- violence avoidance;
- education about firearms; and
- media literacy.

Still other interventions target specific populations of students, such as young people who have witnessed violent events; gang or potential gang members; or children who have been abused or neglected.

Again, such interventions should be supplemented by other efforts so that the approach is broad-based. A comprehensive prevention program made up of layers of interventions and linked to community efforts is essential if children are to use the knowledge and skills that they learn inside school out in their neighborhoods, in their homes, and in their future lives.

Violence Prevention and Comprehensive School Health Programs

Public health experts agree that most major health problems are caused by: drug, alcohol, and tobacco use; behaviors that cause injury, **including violence**; inadequate physical activity; inadequate diet; and sexual practices that result in diseases such as HIV/AIDS and/or unwanted pregnancies.

All these behaviors share some characteristics. All are established during childhood and early adolescence. Indeed, the CDC 1991 Youth Risk Behavior Survey reported that 26 percent of the high school students surveyed had carried a weapon within a month from the survey; 42 percent had been in a physical fight; 82 percent had ever drunk alcohol; and up to 31 percent had ever used marijuana or other drugs. Furthermore, all these behaviors are interrelated; all affect educational achievement; and all are preventable.

A comprehensive school health program can influence these behaviors in an integrated way. Education and skills development in one area reinforces other topics, and learning builds year by year. When taught sequentially by well trained staff, a comprehensive school health program helps children and adolescents learn the skills they need for healthy and productive lives. These skills include:

- communication and negotiation skills needed to handle peer pressure;
- making decisions that are well-informed and consider consequences;
- taking responsibility for one's health and actions;
- respecting one's self and others;
- thinking critically about media messages;
- handling stress in positive ways;
- understanding and expressing feelings in non-harmful ways; and
- participating in community activities.

These skills are essential for preventing violence, substance abuse and other health problems, just as reading and writing skills are essential in science, math, and history. Learning to apply health promotion skills to a range of personal behaviors at an early age strengthens students' ability to avoid violence and become better citizens along the way.

Checklist for Action

- ✓ State boards of education should explore ways to collaborate with other stakeholders to foster opportunities for present and future employment as well as safe and healthy after-school activities.
- ✓ State boards should encourage each school to have a comprehensive plan in place that promotes positive, safe and supportive school environments.
- ✓ State boards of education should take steps to include conflict resolution as well as character education in curricular frameworks.
- ✓ State boards should promote the inclusion of conflict resolution, multiculturalism, and the impact of violence on learning and behavior in teacher training and staff training and development programs.

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The views expressed in this report do not necessarily coincide with the views of the consultants listed above.

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