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SECTION: Part A; Page 1; National Desk

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HEADLINE: SUNDAY REPORT;
FAILING GRADE FOR SAFE SCHOOLS PLAN;
U.S. HAS GIVEN \$6 BILLION TO COMBAT DRUGS, VIOLENCE. WITH LITTLE OVERSIGHT,
MONEY HAS GONE FOR marginally successful programs, investigation finds.

BYLINE: RALPH FRAMMOLINO, TIMES STAFF WRITER

DATELINE: WASHINGTON

BODY:

Over the last dozen years, the U.S. Department of Education has poured nearly \$ 6 billion into an ambitious yet flawed program that has fallen far short of its mission to control violence and narcotics abuse in the nation's public schools.

Billed as the federal government's largest program to deter student drug use and aggression, the Safe and Drug-Free Schools and Communities Act provided an average of \$ 500 million annually to local school districts with virtually no strings attached. The result: Much of the money has been spent on initiatives that either are ineffective or appear to have little to do with reducing youth violence and substance abuse, records and interviews show.

"We are wasting money on programs that have been demonstrated not to work," said Delbert S. Elliott, director of the University of Colorado Center for the Study and Prevention of Violence.

The program's track record takes on added import in the wake of half-a-dozen school shootings during the past year in which 16 people were killed and 50 wounded. The crackle of gunfire in schoolyards from Oregon to Kentucky not only riveted public attention to the problem of youth violence but exposed gaping holes in government attempts to ensure safe schools.

A Times investigation found that taxpayer dollars paid for motivational speakers, puppet shows, tickets to Disneyland, resort weekends and a \$ 6,500 toy police car. Federal funds also are routinely spent on dunking booths, lifeguards and entertainers, including magicians, clowns and a Southern beauty queen, who serenades students with pop hits.

The program illustrates how Washington sometimes deals with vexing social issues: Politicians pass reform legislation that steers federal funds into their districts, then unleash a torrent of speeches and press releases promising immediate action.

Yet few notice how the money is actually spent or what gets accomplished. Left to thrash about for any strategy that works, local officials scatter federal money in all directions and on unrelated expenses. If the problem persists, many lawmakers resort to a familiar solution: More money.

"Every elected official wants these programs in their district," said Rep. George Miller (D-Martinez), a member of the House Committee on Education and the Workforce. "Once you succumb to that pressure, you're just dealing with a political program. You're not dealing with drug prevention or violence prevention."

The Los Angeles Unified School District used some of its \$ 8-million grant last year to purchase a new car, four guns, ammunition and an ultrasonic firearms cleaner at the request of a detective who rarely steps foot on school grounds. After The Times raised questions about the purchases, district officials last week decided to return the money.

In Richmond, Va., where a ninth-grader shot and wounded a basketball coach and a teacher's aide two days before school let out in June, state education officials spent \$ 16,000 to publish a drug-free party guide that recommends staging activities such as Jell-O wrestling and pageants "where guys dress up in women's wear."

Although critics say the spending is a waste of federal money, it is permitted under the general guidelines of the Safe and Drug-Free Schools program. And some school administrators contend the activities, which represent a fraction of their expenditures, help reinforce the anti-drug and violence themes that are taught in the classroom.

A cottage industry of consultants, publishers and small-time "edutainers" has grown up around the program, competing for the attention of school officials with slick promotions and networks of commissioned sales reps.

"This is big business," said Mathea Falco, president of Drug Strategies, a nonprofit institute in Washington that has analyzed dozens of school drug- and violence-prevention programs.

Nonetheless, a pair of highly critical reports released last year--one done for the Department of Justice and the other commissioned by the Education Department itself--all but pronounced Safe and Drug-Free Schools a failure.

Moreover, the Congressional Budget Office suggested eliminating the program as part of its annual recommendations for reducing federal spending in 1997. The proposal was rejected.

Even critics agree that eradicating drug abuse and violence in the nation's schools is a critical issue that should command the attention of the federal government. It is for this reason that most experts say the program needs to be cured, not killed.

Secretary of Education Richard W. Riley said the program has succeeded in "taking a national interest in a problem" and sending money to local school districts to fix it "without controlling how they do it."

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He acknowledged in an interview that he is "concerned" about the program, particularly in the wake of his own department's study. His concern is Gen. Barry R. McCaffrey, the Clinton administration's drug czar.

The program simply "mails out checks" without holding anyone accountable, he said in an interview. He added: "There are almost no constraints on

Aimed at Preventing Violence

The main purpose of the Safe and Drug-Free Schools program is to help create a disciplined environment that is conducive to learning" by the

And, the act directs money to support a wide range of student, parental and community programs aimed at "preventing violence in and around schools and . . . strengthening programs that prevent the illegal use of tobacco and drugs"

When it was launched in 1987, the Safe and Drug-Free Schools effort has paid \$1 billion. Nearly all of the country's 14,881 school districts are in what Education Department literature calls the federal "primary vehicle for reducing the demand for illicit drugs through education and prevention activities."

Department officials admit they have no idea how much of the money is spent on programs, training, even metal detectors, because all of the decisions are made by state and local officials. But it is the way the money is spent that hurts the cause, say experts and lawmakers.

Riley wrote into the law a per-capita spending formula that spreads the money so thin that six out of every 10 school districts get \$ 10,000 a year. In some cases, small districts receive only \$ 200 to \$ 300--far less than the estimated cost in staff time to fill out application forms. And they are given 20% of their state allotments to award as grants.

"The money is so spread out that some school districts really don't get it to make a difference, and that's a problem," Riley said.

In California's Humboldt County, the tiny Greenpoint Elementary was awarded \$ 53 last year. Principal Kelaunie Travis said that the paltry sum for a year, hoping to scrape together at least \$ 500 for an anti-drug speaker or a field trip for her 20-student

Travis said.

But the program's shortcomings prompted Congress to slash funding from \$ 465 million in 1992 to \$ 465 million in 1995. Since then, the funding has risen and the Clinton administration is seeking a raise to \$ 465 million a year.

And last year, the two federal examinations gave the program poor

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ce Department study, which reviewed 78 government-financed juvenile programs, found that Safe and Drug-Free Schools "funds a relatively of intervention strategies, many of which have been shown either . . . or to have only small effects."

ing was echoed in a report by the Department of Education that 00 students for four years and concluded that "few schools employed achaches that have been found effective in previous research."

s bottom line: The attitudes and behaviors of youths enrolled in on programs "mirrored national trends," in which drug use has arply since the early 1990s.

sk from a taxpayer's standpoint, most people in the Department of y they are very disappointed . . . , " said Judy Thorne, the study's vestigator. " The program is not doing what Congress intended it to

e, drug statistics show that students continued to experiment with ier ages, with the number of eighth-graders trying marijuana more y, from 10.2% to 23%, since the early 1990s.

first year of a federal law requiring all kids carrying weapons to 6,093 students were disciplined during the 1996-97 academic year rearms, mostly guns but also rockets and grenades.

. education officials insist the program is worthwhile and that afe, with 90% of the nation's campuses never reporting any acts of ice.

e Justice Policy Institute, a Washington criminal justice research out against media coverage of the school shootings that all but t that the number of school homicides has actually dropped over ears, from 55 annually to 45.

ho were touched by the tragedies say no amount of federally tion on anger management or impulse control could keep a gun out disturbed kids. "A school program wasn't going to do it," said n, a prevention coordinator who served on a Springfield, Ore., se team in the days after Kip Kinkel, then 15, was accused of ole and wounding 22 others in a May shooting spree.

ucation officials warn against making the program a scapegoat ad the schoolhouse door--among them broken homes, the waning hes, easy access to drugs, and TV programming that exposes) murder scenes by age 16.

eve--and I say this strongly--we do not believe this is a e," Gerald N. Tirozzi, assistant secretary for elementary and , told more than 300 school prevention coordinators at a ce in June. "It is a community problem."

he Education Department's 28-member Safe and Drug-Free d in an interview that the program has produced "mixed t it is difficult to pinpoint any effect on student

behavior.

William Modzeleski, the program director, said: "If the drug use goes down, it's not an indicator that we've been successful, just as if the drug use goes up, it's not an indicator that we've been a failure."

Frustration in Congress Rises

Rep. Peter Hoekstra (R-Mich.), who chaired a House Education and the Workforce subcommittee that examined the program last summer, said there is widespread frustration among legislators and educators.

"Most of the numbers on Safe and Drug-Free Schools will tell you that the federal program has failed miserably. . . . Lots of strange things happen with this money."

Federal funds have gone for uses that appear to have little to do with encouraging kids to stay off drugs or resolve their conflicts peacefully, according to interviews, records and legislative testimony.

Months before the March rampage that left five people dead and 11 wounded at a Jonesboro, Ark., middle school, local officials spent part of their federal dollars to hire a magician.

Police in Hammond, La., recently spent \$ 6,500 in prevention funds to buy a 3-foot replica of a police car, a prop featured prominently in anti-drug talks at elementary schools.

"It breaks the mold of a big, bad policeman talking to them if you can bring something that the students can play with," Capt. Kenneth Corkern said about the remote-controlled toy.

In Eureka, Utah, 80 miles southwest of Salt Lake City, Tintic School District officials spent \$ 1,000 last year for a new unit in their drug-prevention curriculum: fishing. The district purchased poles, tackle boxes and bait so that 33 students could accompany health teacher Tom Taylor on a field trip to nearby Burston's Pond.

"The thought was, I love to fish, and if I could get that feeling into a lot of these kids, I figured that . . . instead of spending their time being out and drinking and trying drugs, they could go out to the mountains and go fishing," Taylor said.

Plans for next year: Pay for fly-tying kits "because I'm going to teach a course on that," he said.

In Virginia, Safe and Drug-Free funds paid for lifeguards in Virginia Beach and dunking booths in Pittsylvania County, all part of a statewide effort to promote drug-free activities to students during graduation week. At the state Capital last November, the Virginia Department of Education published the sixth edition of a drug-free party guide that explains how to make decorations, conduct cow chip bingo and hold Jell-O wrestling matches.

"Jello should be lemon-flavored," the guide says. "Red flavors stain everything."

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Sometimes the money doesn't get anywhere near the students it is supposed to help. Schools in Virginia's Fairfax County spent \$ 181,400 in prevention funds to send 876 county supervisors, school board members, community members and a contingent of business leaders to a series of weekend "coalition building" sessions at a resort four years ago.

Although no federal laws were violated, auditors concluded the trips were "excessive, unnecessary and social in nature," according to a U.S. Government Accounting Office report. The trips ceased.

In Michigan, complaints from the state's former drug czar ignited a series of audits and hearings from 1992 to 1994 that revealed questionable expenditures by schools throughout the state, including \$ 1.5 million for full-scale models of the human torso; \$ 81,000 for sets of large plastic teeth and toothbrushes, and \$ 18,500 for recordings of the "Hokey Pokey."

"They taught everything from brushing teeth to combing your hair to sex ed and self-esteem," said Robert E. Peterson, who brought the questionable expenditures to light as Michigan's former top drug official.

"I went down to the U.S. Department of Education for years but they didn't want to hear it," said Peterson, now a New York consultant to philanthropic organizations. "All they wanted to do is save the program and spend the money."

Secretary Riley declined to say whether these and other federal prevention expenditures disclosed by The Times were proper.

"I don't want to sit up here in Washington and say some program is a crazy program and I don't know that much about it . . . ," Riley said.

But Riley didn't hesitate to mince words when it came to federally funded fishing.

"It doesn't sound like a good use to me," he said.

Guns, Car for L.A. School Police

Records show that the Los Angeles Unified School District used Safe and Drug-Free Schools funds to purchase four Glock Model 26 handguns, four magazine clips, a \$ 22,000 Pontiac Grand Prix and an ultrasonic firearm cleaner for the district's police force.

The request came from Norm Clemons, a detective who helps coordinate undercover drug sting operations at high schools.

Clemons said he asked for the items because the district's security unit didn't have the money. Clemons said he specifically requested the Glock model because he wanted a "more modern weapon" to carry as a backup than his bulky .38-caliber revolver.

"I just thought under the circumstances . . . that the older I get, I need a little protection," said Clemons, whose surveillance operations take place in neighborhoods surrounding school sites. He's now making the rounds in the Grand Prix.

In the wake of questions raised by The Times, Supt. Ruben Zacarias sent a memo July 28 informing school board members that he would review the effectiveness and "fiscal integrity" of the Safe and Drug-Free Schools program.

Last week, Zacarias directed officials to reimburse the federal program for the guns and car out of LAUSD's general fund.

"I think that when people start to find out about the purchase, they're going to start to criticize it . . .," said Deputy Supt. Francis Nakano.

Ruth Rich, director of the district's Drug, Alcohol and Tobacco Education Program until her retirement last month, said she reluctantly approved the gun purchase last year at the general direction of her bosses and because federal guidelines permitted it.

"You know what?" Rich said in an interview. "I'm damned if I do and I'm damned if I don't."

Her boss at the time, John Liechty, recalled encouraging Rich to "bring some support" to the district police. But Liechty said he didn't learn until recently that prevention money was used to buy weapons and a new vehicle--purchases he now questions.

"Obviously, that sounds terrible," said Liechty, now assistant superintendent for instruction in the San Fernando Valley. "In hindsight, if that was going to be a discussion, I would have said, 'Wait a minute guys. Drug-Free money? Why are we buying guns?'"

If any school district typifies how a well-intentioned federal program plays out in the classroom, it's Los Angeles Unified, which scatters money in many directions.

As one of the urban, high-crime school districts favored by the Safe and Drug-Free Schools funding formula, the 660,000-student Los Angeles Unified system received \$ 8 million last year--an average of more than \$ 12 per student, compared with the national average of \$ 8.

The bulk went for training, books and salaries. Other expenditures included \$ 15,000 worth of Dodger tickets and \$ 850 in Disneyland passes. Rich said these were intended as rewards for students who participated in last summer's recreational programs and made pledges such as cleaning up school grounds, obeying their mothers--even learning to swim.

"You need after-school sports and you need all these programs, as questionable as they may be," Rich said. "To do nothing is unconscionable."

Far and away the biggest share of the district's money--\$ 4.5 million--purchased instructional materials, including \$ 3.3 million in character education books sold by Young People's Press, a small, privately held San Diego area firm that largely owes much of its existence to federal prevention dollars.

Most of the books were "Lessons in Character," a series of brightly illustrated, multicultural stories targeted at second- to fifth-graders. The objective is to teach "pillars" of character--virtues such as respect, responsibility, fairness and trustworthiness. The curriculum calls for

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teachers to weave the lessons into regular classroom instruction for a minimum of 24 40-minute sessions during the school year.

Another set of books, called "Americans of Character," seeks to influence sixth-graders through a set of short biographies about notable historical figures, such as Harriet Tubman, Abraham Lincoln and the late Pittsburgh Pirates baseball great Roberto Clemente.

The district paid \$ 2.2 million for teachers and administrative salaries to help administer the program. The amount includes a \$ 1,000 annual bonus awarded to teachers who serve as program coordinators at each of the district's schools.

Nearly \$ 900,000 was set aside in substitute pay to replace 2,354 regular teachers who missed classes to attend seminars on how to inculcate character in elementary school students or lead discussion groups of "at-risk" middle- and high-school students.

The use of these so-called student assistance groups--an approach that gobbles up about half of the national Safe and Drug-Free Schools budget, according to the Justice Department report--forms the backbone of prevention efforts for many districts, including Los Angeles.

In all, LAUSD organized about 2,450 student groups at 141 middle, high and continuation schools, records show. Run by specially trained teachers, each group included up to 10 students who were pulled out of one regular classroom period a month to discuss personal problems ranging from drug use to alcoholic parents.

But it is exactly these kinds of attempts that often backfire, according to a 1997 University of Maryland review of government-funded juvenile delinquency programs.

"Treatment students reported significantly more drug use," said the report, written for the Justice Department. The reason: Such support groups "brought high-risk youths together to discuss--and therefore make more salient to others--their poor behavior."

Gail Bluestone, who serves as coordinator for 20 student counseling groups at LAUSD's Sun Valley Middle School each year, said the program works. "I've seen kids who were doing so poorly and had such poor self-esteem, who were using drugs and were ready to drop off the face of the earth," she said. "I've seen them come back and make it."

But one former Los Angeles High School teacher, who has led 30 such counseling sessions since early 1996, said the counseling program is ineffective.

Part of the difficulty, said Robin Neuwirth, is that teachers are ill-prepared to deal with the enormity of the problems that surface during the in-school counseling sessions. Five days of training and a script on drug use are no match for heart-wrenching situations better addressed by professional psychologists, she said.

But the biggest problem, Neuwirth said, is that "the kids will lie and tell me that they're sober when they really are not."

"I've never had a successful drug-alcohol group, where I've gotten the kids to stay off drugs or the kids have actually told me the truth. I don't really find that it changes their behavior."

One student agreed. Guelda Voien, a junior at Los Angeles County High School for the Arts, said she didn't take the anti-drug and violence instruction she received in elementary and junior high school seriously.

"I don't think many of my peers did," Voien said. "It was kind of like a chore--we have to go through this and answer the questions but we're going to disregard it anyway."

Merchants Make Money Off of Program

Other districts use Safe and Drug-Free Schools money to bolster school security--a move educators acknowledge is necessary to ensure the safety of students.

Federal guidelines permit local schools to spend up to 20% of their annual allotments for safety measures such as installing metal detectors and hiring security guards. In El Paso, for example, one metal detector company that caters to the school market has been overwhelmed with new orders during the last six months. The demand at Ranger Security has been so overheated that the firm expects to sell more than 300 portable walk-through detectors this year, about triple its normal volume.

Security merchants are just the latest to join the network of entrepreneurs seeking to make money off the Education Department's prevention program.

Most are publishers, consultants and behavioral experts who compete in an increasingly crowded field for the opportunity to sell off-the-shelf curricula to needy schools. The textbook business, in particular, has taken off since 1994, when Congress approved the use of Safe and Drug-Free funds to purchase violence-prevention materials.

"Edutainers"--motivational speakers, puppeteers, improvisational theater troupes and other small-time entertainers--also have found work on what is tantamount to the Safe and Drug-Free Schools vaudeville circuit.

At Los Angeles Unified, Rich said she received frequent solicitations from "people who are trying to make a living" off the federal program. "Sometimes recovering addicts will call me. We'll have people with shows, plays, musical stuff."

Mette Boving, the 1997 Miss Louisiana, has been paid with prevention funds to give anti-drug talks at schools, where she has occasionally serenaded students with the love theme from "Titanic" and Elvis Presley's "If I Can Dream."

California school districts have used prevention funds for a variety of speakers. The Galt district near Sacramento paid \$ 400 for a biographical portrayal of Dylan Thomas, the Welsh poet who died an alcoholic. Elitha Donner Elementary School in nearby Elk Grove brought in former Harlem Globetrotter Spinny Johnson, who attempts to underscore the themes of respect and staying off drugs while bouncing a basketball off his head.

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Joe Romano of Washington makes a full-time career as an "illusionist" by giving 200 drug awareness shows each year on the East Coast. He estimates that 25% of his fees are paid through Safe and Drug-Free Schools.

"We might cut a girl in half and talk about drugs damaging a body," Romano said of his 45-minute show, which costs \$ 500 and up.

Fellow magician Tim Moss of Arlington, Va., says that school officials are becoming increasingly leery about booking anti-drug entertainment.

So this summer, Moss piled his family into a motor home and drove across the country to drum up business in an emerging market: year-round schools.

"I have some dates in North Carolina and Colorado so far," Moss said before departing. "I'm also looking to book in Texas and Utah as well."

New Requirement on Spending

It wasn't until July 1 that the Education Department required school districts to spend the federal funds on effective, "research-based" strategies--a move that critics point out came more than a decade and \$ 5.7 billion after the program began.

The change took place as the spate of schoolyard shootings heaped even more political pressure on the program to produce. Riley said the tragedies "have caused everybody in the country, including us, certainly to step up our interest in the program."

Now, education officials are scrambling to bolster the program by redirecting federal dollars to strategies that show results.

Last month, Riley convened a task force of 18 national experts to figure out how to define a "research-based" approach. The panel also will be charged with creating a list for school officials of what strategies fit the bill.

But as recent research indicates, the list for now may be relatively short. An examination of 450 school and community prevention programs by the University of Colorado last year found that "80% have had no credible evaluations," said Elliott, director of the school's Center for the Study and Prevention of Violence.

Yet enough scientific data exist to upset conventional wisdom and point the way to a new generation of promising programs, Elliott said. Of the 450 programs included in the Colorado study, 10 were deemed to be scientifically effective.

"We know what works and other popular programs that do not work," Elliott said.

The best prevention programs teach "social competency skills" to students who often resort to cigarettes, booze and drugs to resist peer pressure and overcome shyness in social situations, the research indicates.

"Kids need a set of skills to navigate their way through the treacherous shoals of adolescence," said Gilbert J. Botvin, a Cornell University Medical School professor who has studied substance abuse prevention for 20 years.

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Botvin's own program, Life Skills Training, made the top of both the Colorado and Maryland lists for effective programs with staying power. A 1995 study published in the Journal of the American Medical Assn. showed that kids who went through Botvin's course in seventh grade were 66% less likely to use tobacco, alcohol and drugs as high school seniors.

San Diego Unified School District officials applied for and received a special \$ 1-million federal grant last year to implement Botvin's program in its middle schools, a move they hope will break the cycle of marginal success that has plagued prevention programs.

On Aug. 27, President Clinton unveiled a government guide to help teachers, parents and fellow students recognize potentially violent youths and respond to early warning signs.

"We have worked hard, especially in the schools with the Safe and Drug-Free Schools program," Clinton said during an address on school safety in Worcester, Mass. "But it's not enough, as we know from the recent rash of killings in our schools all over the country."

Next month, Clinton and Riley will host the first White House Conference on School Safety.

"We have to do a much better job of making sure that what we are doing is effective," Riley said in a recent speech. "There is a science of prevention, and we need to use it."

Times staff writers Judy Pasternak and Erin Trodden and researchers John Beckham in Chicago, Lianne Hart in Houston, Edith Stanley in Atlanta and Anna M. Virtue in Miami contributed to this story.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC)

Prevention Spending

Federal taxpayer dollars for safe and drug-free schools tripled to \$ 600 million, then dipped amid reports of questionable expenditures before increasing again.

1999*: \$ 606 million

* proposed

Source: Department of Education

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC)

'Soup to Nuts': Where the Money Goes

The range of programs funded by Safe and Drug-Free Schools runs the gamut from "soup to nuts," said one high-ranking Department of Education official. Here's a sampling of federal prevention dollars at work:

* Four Glock Model 26 handguns (Los Angeles Unified School District)

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- * Sets of plastic teeth and tooth-brushes (State of Michigan)
- * Miss Louisiana sings theme song from "Titanic." (Jefferson Davis Parish, La., schools)
- * Dodger and Disneyland tickets (Los Angeles Unified)
- * Former Harlem Globetrotter Spinny Johnson (Elk Grove Schools, Calif.)
- * Drug-free party guides recommending, among other activities, Jello wrestling (State of Virginia)
- * Fishing (Tintic School District, Eureka, Utah)
- * Counselor for gay student club (Pinellas County schools, Largo, Fla.)
- * A clown act promoting bicycle safety (Arkansas schools)
- * Lifeguards (Virginia Beach, Va., schools)
- * Magic shows (Craighead County, Ark., schools)
- * Replicas of a human torso (State of Michigan)
- * A new Pontiac Grand Prix, used by school police (L.A. Unified)
- * T-shirts, tote bags, visors and umbrellas (L.A. Unified)
- * Remote-controlled replica of a police car (Hammond, La., police)
- * A kit of ropes, poles, blindfolds and mats for outdoor games (Biloxi, Miss., schools)
- * Dunking booths (Pittsylvania County, Va., schools)
- * Holiday awareness campaign (New Haven, Conn., police)
- * Encounter seminars at tourist retreat (Fairfax County, Va., schools)
- * Biographical portrayal of Welsh poet who died an alcoholic (Galt School District, Calif.)
- * New van to carry sports equipment (L.A. Unified)

WHAT THEY SAY

"We tell them, 'You can use the money for almost anything you want to use it for, provided it helps you reduce alcohol, tobacco and drug use.' "

--Gerry Kilbert, who oversees prevention spending in California

*
"It's only an assembly. It's not going to change the world."

--Motivational speaker B. Kevin Wanzer of Indianapolis, acknowledging the limitations of his anti-drug show "Just Say Ha!"

*
"From a taxpayer's standpoint, even most people in the Department of Education would say they're very disappointed."

--Judy Thorne, principal investigator for Education Department study

*
"We can't continue to send out money to support what I call 'the program du jour.' "

--Gerald N. Tirozzi, assistant secretary of Education

*
"I don't see the program failing in its mission."

--Education Secretary Richard W. Riley

*
"We have a live duck in the show."

--Joe Romano, magician, who performs at anti-drug school assemblies

Researched by TRICIA FORD / Los Angeles Times

(BEGIN TEXT OF INFOBOX. / INFOGRAPHIC)

School Tragedies

Six school shootings over the last year exposed flaws in the federal government's largest school violence prevention program, which critics say spreads money too thin to be meaningful. Here are the districts where the shootings occurred and their share of 1997-98 Safe and Drug-Free Schools funds. Three teenagers have been found guilty in the shootings. The others are awaiting trial.

(1) Convicted:

Luke Woodham, 17

Date: October 1997

Location: Pearl, Miss.

Dead: 2

Wounded: 7

Weapon: Rifle

District money: \$ 29,058

*

(2) Charged:

Michael Carneal, 15

Date: December 1997

Location: W. Paducah, Ky.

Dead: 3

Wounded: 5

Weapon: Semiautomatic

District money: \$ 42,188

*

(3) Found guilty of delinquency:

Mitchell Johnson, 14, left, and Andrew Golden, 12

Date: March 1998

Location: Jonesboro, Ark.

Dead: 5

Wounded: 11

Weapons: 9 guns

District money: \$ 8,961

*

(4) Charged:

Andrew Wurst, 14

Date: April 1998

Location: Edinboro, Pa.

Dead: 1

Wounded: 3

Weapon: Handgun

District money: \$ 15,913

*

(5) Charged:

Kip Kinkel, 16

Date: May 1998

Location: Springfield, Ore.

Dead: 2

Wounded: 22

Weapon: Semiautomatic

District money: \$ 54,476

*

(6) Charged:

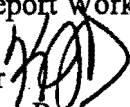
Quinshawn Booker, 14

Date: June 1998

Location: Richmond, Va.

MEMORANDUM

To: School Safety Report Working Group

From: Kellie J. Dressler 
Program Manager, Research and Program Planning Division, OJJDP

Date: September 4, 1998

SUBJECT Draft of Annual Report on School Crime and Safety

Thank you for submitting your suggestions and revisions for the draft report. This draft has been reorganized as a result of recommended changes to the report:

Section 1 Introduction/Letter
Section 2a: National Data
Section 2b: Public School Policies and Practices Related to School Safety
Section 2c: State and Local Data
Section 3: What Communities Can Do Through Collaboration (includes what communities can do, what schools can do, what parents can do, what students can do, what juvenile justice authorities can do, and what businesses can do)
Section 4: Model Programs
Section 5: Resources
Section 6: Model Schools

Please note that charts and graphs for the national data section and the state and local data section appear at the end of each data section. Many of the graphs are being revised and several new ones are being added. I have indicated in the document where new graphs will appear.

Please call me if you have any questions (202-514-4817).

cc: Betty Chemers

DRAFT--NOT FOR DISTRIBUTION

Annual School Safety Report--September 4, 1998

[SECTION 1: INTRODUCTION/LETTER HERE]

SECTION 2: DATA¹

The recent tragic incidents of school violence have refocused the American public's attention on school crime and safety. The American people are rightly concerned that unsafe conditions in some of our nation's schools pose a danger to children and disrupt the learning environment, preventing students and teachers from devoting their full attention to learning. In order to help provide a sense of the scope of the problem, Section 2a of this chapter provides a brief profile of school crime and youth violence in the United States. A more comprehensive look at these data can be found in *Indicators of School Crime, 1998* prepared by the National Center for Education Statistics and the Bureau of Justice Statistics. Section 2b presents data on efforts by schools to increase school safety. Section 2c profiles the available data for states and localities.

SECTION 2a: NATIONAL OVERVIEW

Crimes Against Students

The amount of crime committed in the nation's schools continues to be a legitimate concern. However, students are exposed and vulnerable to crime away from as well as at school. In fact, life away from school may be more dangerous for some students than life at school.

- o Surveys in 1996 of students ages 12 through 18 found that they were victims of about 3.3 million crimes of nonfatal violence or theft while they were at school. Students in this age group were victims of about the same number of crimes away from school--3.1 million.
- o In reviewing trends from 1992 to 1996, the overall school crime rate between 1993 and 1996 declined slightly, from about 164 to about 128 school-related crimes for every 1,000 students ages 12 through 18, and from about 140 to 117 crimes for every 1,000 students in this age group away from school.

[Insert Figures 1a through 1c about here.]

¹ Data used in this chapter are drawn from a variety of federal departments and agencies, including the National Center for Education Statistics, the Bureau of Justice Statistics, the National Center for Health Statistics, and the Centers for Disease Control and Prevention. Because the chapter relies on so many different data sets, the age groups analyzed and the time periods can vary from indicator to indicator. Readers should keep this in mind as they read the chapter.

- o Students ages 12 through 18 were more likely to be victims of serious violent crime (including rape, sexual assault, robbery, and aggravated assault) away from school than at school. In 1996, about 26 for every 1,000 students were victims of serious violent crimes away from school (a total of 671,000 serious violent crimes). In contrast, about 10 for every 1,000 students were victims of serious violent crimes at school and going to and from school (255,000).

[Insert Figure 2 about here.]

- o In 1996, 5 percent of all 12th graders reported that they had been injured on purpose with a weapon such as a knife, gun, or club during the prior 12 months while they were at school and 12 percent reported that they had been injured on purpose without a weapon.

[Insert Figure 3 about here.]

- o The percentages of 12th graders injured on purpose have not changed appreciably over the past 20 years, although the percentages who have been threatened with injury show a very slight overall upward trend.

[Insert Figure 4 about here]

Violent Student Deaths at School

Student deaths are tragic events that affect not only the individuals directly involved but also the students and staff in schools where they occur. Violent deaths at school may be the most difficult to cope with because of the fear they engender. The most recent comprehensive data available on violent student deaths at school were collected during the 1992-93 and 1993-94 school years. These data are being updated for next year's report.

- o Few violent student deaths actually occur at school. In the 1992-93 and 1993-94 school years combined, 63 students ages 5 through 19 were murdered at school and 13 committed suicide at school. Nationwide, during calendar years 1992 and 1993, 7,357 children ages 5 to 19 were murdered and 4,366 committed suicide overall, both in and out of school.

Crime at Public School as Reported to Police

The number of crimes reported to the police or other law enforcement representatives by public school administrators is a useful measure of the number of serious crimes that occur in the nation's schools. The percentage of schools reporting crimes provides an indication of the breadth of school crime, while the number of crimes reported (shown here in terms of crimes for every 1,000 students) provides information on the scope of the problem.

- o During the 1996-97 school year, 10 percent of all public schools reported one or more serious violent crimes to the police or other law enforcement representatives.² Another 47 percent of public schools reported at least one less serious or nonviolent crime to police (but did not report a serious violent one).³ While the remaining 43 percent of public schools did not report any of these crimes to the police.

[Insert Figure 5 about here.]

- o During the 1996-1997 school year, about 21 percent of all public high schools and 19 percent of all public middle schools reported at least one serious violent crime to the police or other law enforcement representatives. Four percent of all public elementary schools did the same.

[Insert Figure 6 about here.]

- o In public schools, during the 1996-97 school year, physical attacks and fights without weapons were the most common types of crime reported to police by middle schools and high schools (9 and 8 crimes for every 1,000 students). At the elementary school level, vandalism was the crime most commonly reported to police (2 crimes for every 1,000 students).

Crimes Against Teachers

Violence and crime committed against teachers is a real concern. In addition to the personal toll, teachers who worry for their safety may have difficulty teaching and may even leave the profession.

² Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, and robbery.

³ Crimes in this category include physical attack or fight without a weapon, theft/larceny, and vandalism.

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each year, from 1992 to 1996, as reported by teachers from both public and private schools, there were 123,800 violent crimes against teachers at school and 192,400 crimes against teachers at school.⁴ This translates into a violent victimization rate of 30 crimes for every 1,000 teachers and a theft victimization rate of 46 thefts for every 1,000 teachers.

[it here]

Each year, 1992 to 1996, about 4 out of every 1,000 elementary, middle school, and high school teachers were the victims of serious violent crime at school. High school teachers were more likely to have experienced simple assaults at school (28 teachers for every 1,000 teachers respectively) than were elementary school teachers (13 for every 1,000 elementary school teachers).

Each year, 1992 to 1996, male teachers (36 for every 1,000) were more likely to be victims of simple assault than were female teachers (22 for every 1,000). Teachers in urban schools (33 for every 1,000) were more likely to be victims of simple assault than teachers in suburban and rural schools (18 and 19 for every 1,000 teachers, respectively).

Students and groups who are often involved in drugs, weapons trafficking, and criminal activity. The presence of gangs in school can be very disruptive to the school environment. It increases the fear among students but also increases the level of violence in school. The reports from students who report the presence of street gangs in their schools indicate the severity of the gang problem in schools.

Students who reported that street gangs were present in their schools were more likely to report that they had been violently victimized than students who reported that street gangs were not present (51% compared to 37%).

In 1989 and 1995, the percentage of students who reported that street gangs were present in their schools increased from 15 percent to 28 percent.

September 4, 1998

at gangs at their students (20 in 1995, reports of

threatening atmosphere, that they carry a deadly weapons at

of students in the prior 30 days carrying a weapon

in school on at least 6 percent in the past 30 days fell from 15 percent for male students during this time

at least 1 day in the past 30 days from 1994 to 1995

expelled an average of 1.5 students per school the total

⁴ Includes rape or sexual assault, robbery, and aggravated and simple assault.

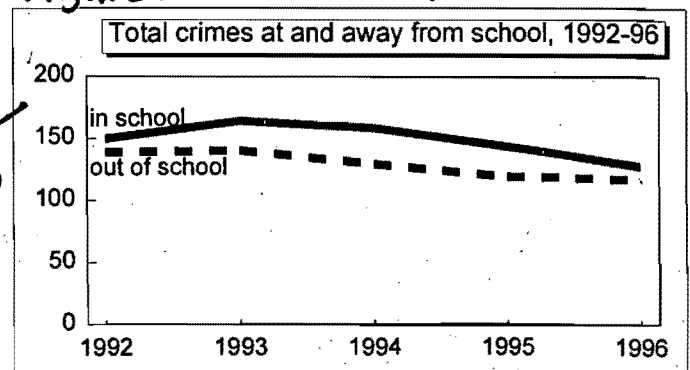
- o Between 1989 and 1995, the percentage of students ages 12 through 19 who avoided one or more places at school for fear of their own safety increased, from 5 percent to 9 percent. In 1995, this percentage represented over 2 million students.

Student crime report card"
section 2
figures 1a-1d

Total crime *Per 1,000*

	in school	out of school
1992	150	139
1993	164	140
1994	158	129
1995	143	119
1996	128	117

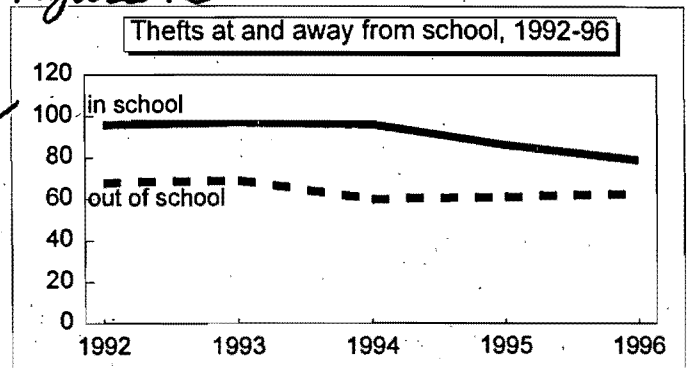
Figure 1a *Crimes per 1,000*



Theft

	in school	out of school
1992	96	68
1993	97	69
1994	96	60
1995	86	61
1996	79	63

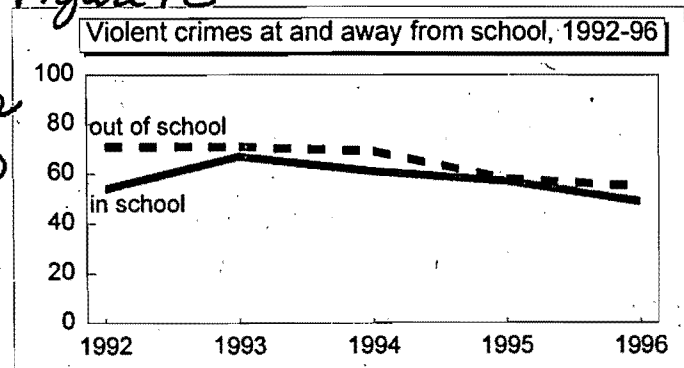
Figure 1b



Violent crime

	in school	out of school
1992	54	71
1993	67	71
1994	61	69
1995	57	58
1996	49	55

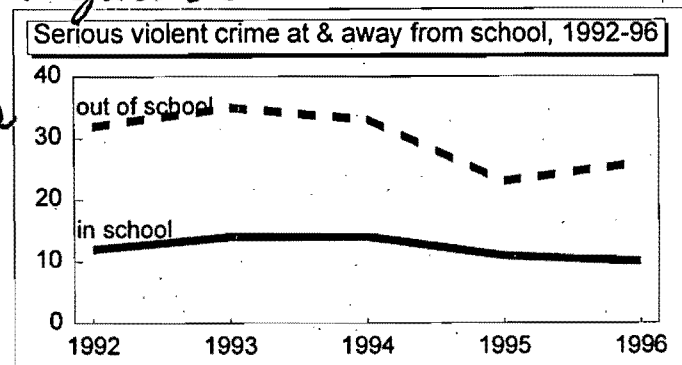
Figure 1c



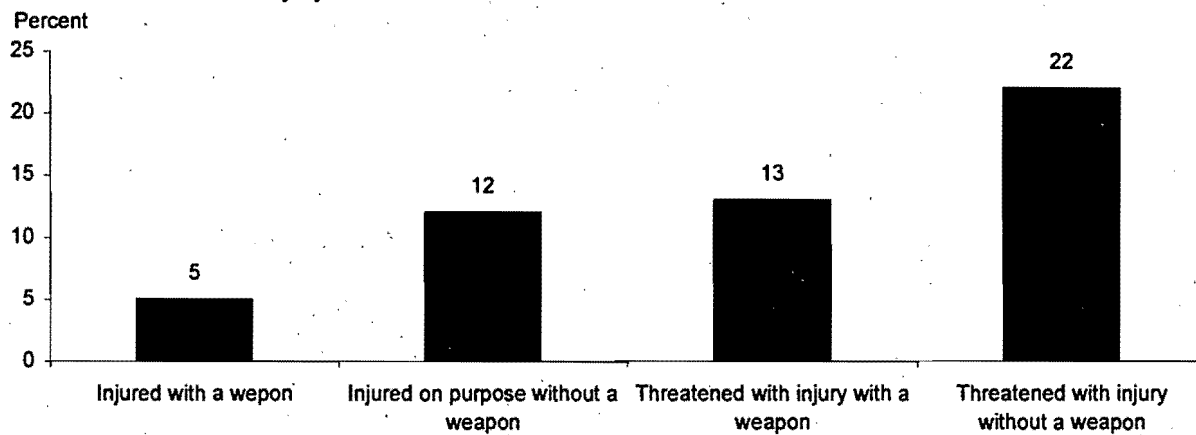
Serious violent crime

	in school	out of school
1992	12	32
1993	14	35
1994	14	33
1995	11	23
1996	10	26

Figure 2



3
Figure 3 - Percent of 12th grade students ^{at Public + Private Schools} who reported being injured or threatened with injury at school: 1996



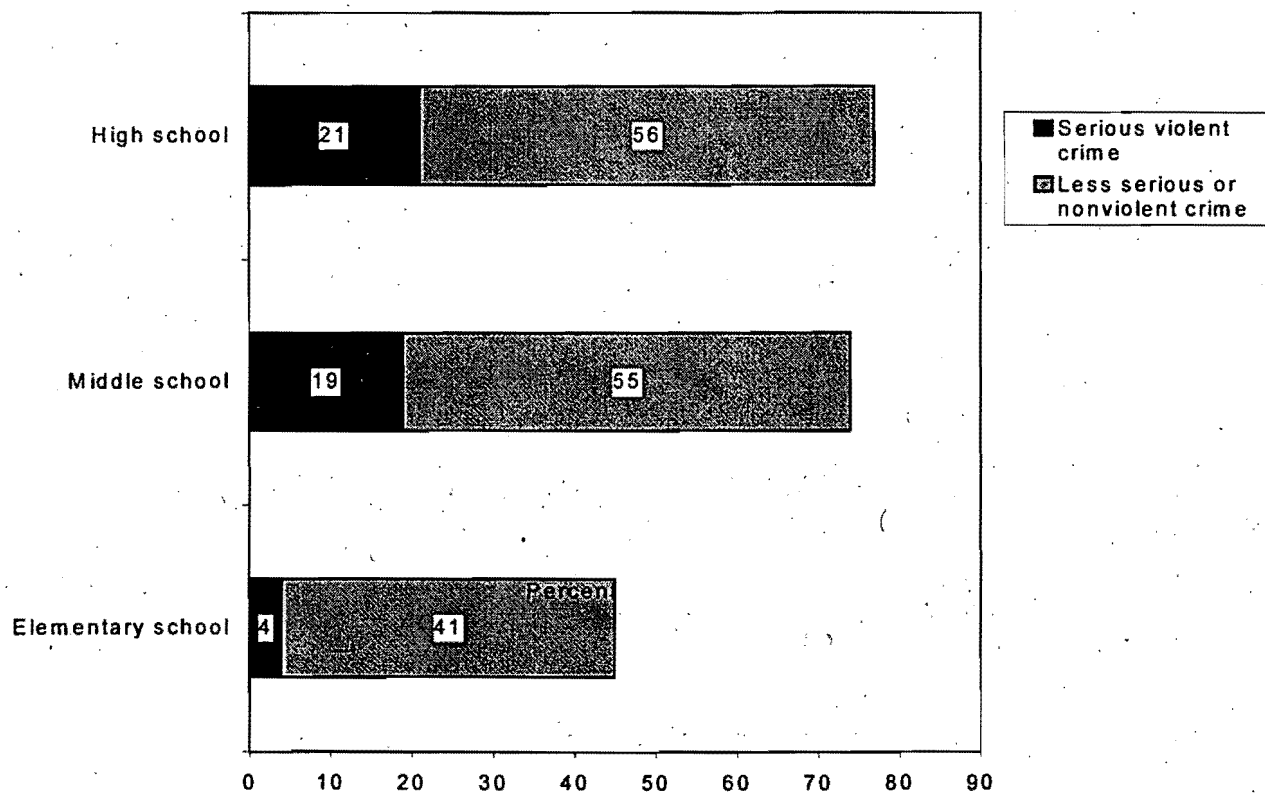
SOURCE: University of Michigan, Survey Research Center, Institute of Social Research, Monitoring the Future, 1996.

Figures 4 + 5 NEW

Figure 4 - % of 12th graders injured on purpose and
% of ~~12~~ threatened w/ injury (over past 20 yrs.)

Figure 5 - Pie Chart

Figure 6 --Public schools reporting one or more criminal incidents to police, by school level and seriousness of crimes: 1996-97

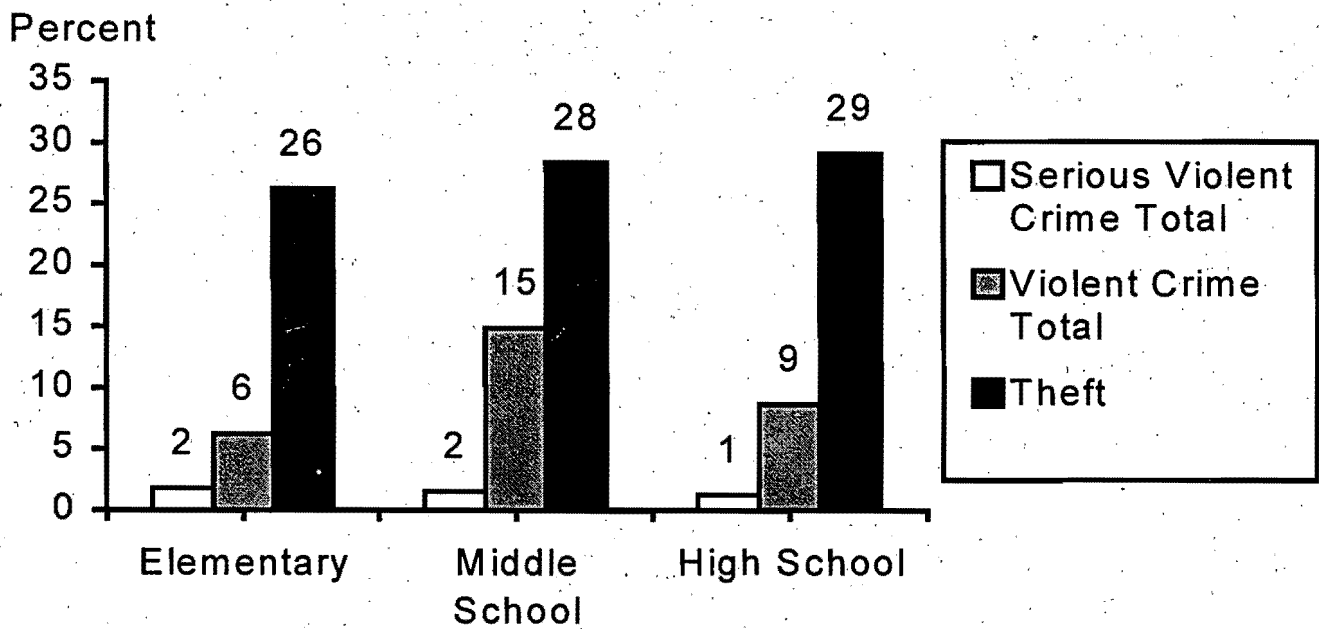


SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey, "Principle/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

7

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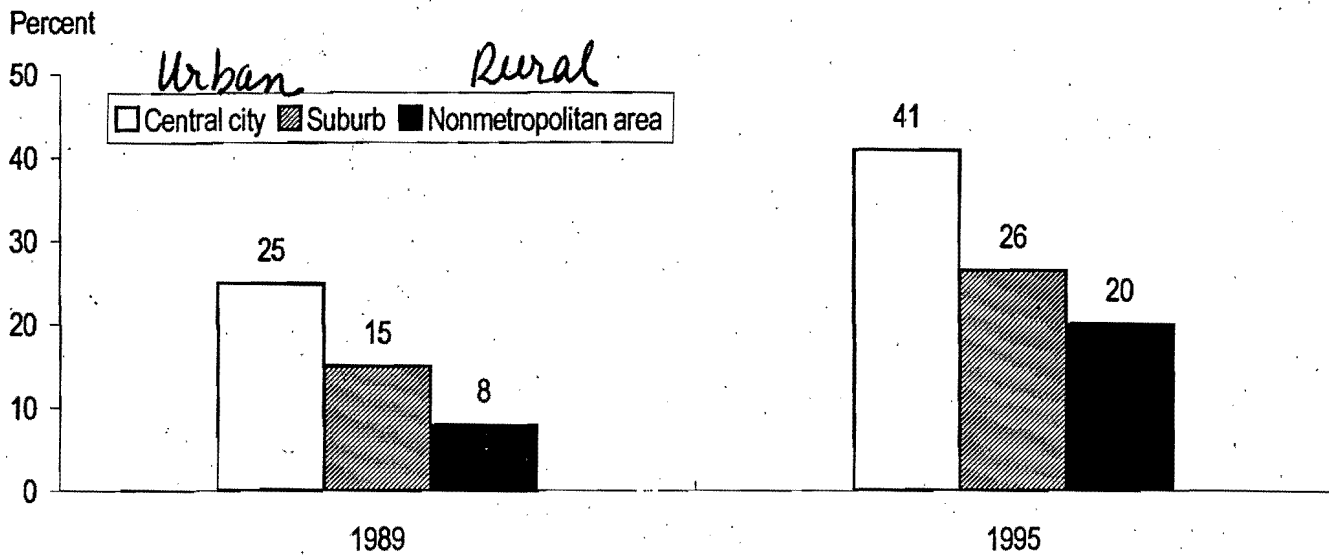
Figure --Average annual rate of teacher victimization, by grade level taught: 1992-96



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Surveys, 1992-96.

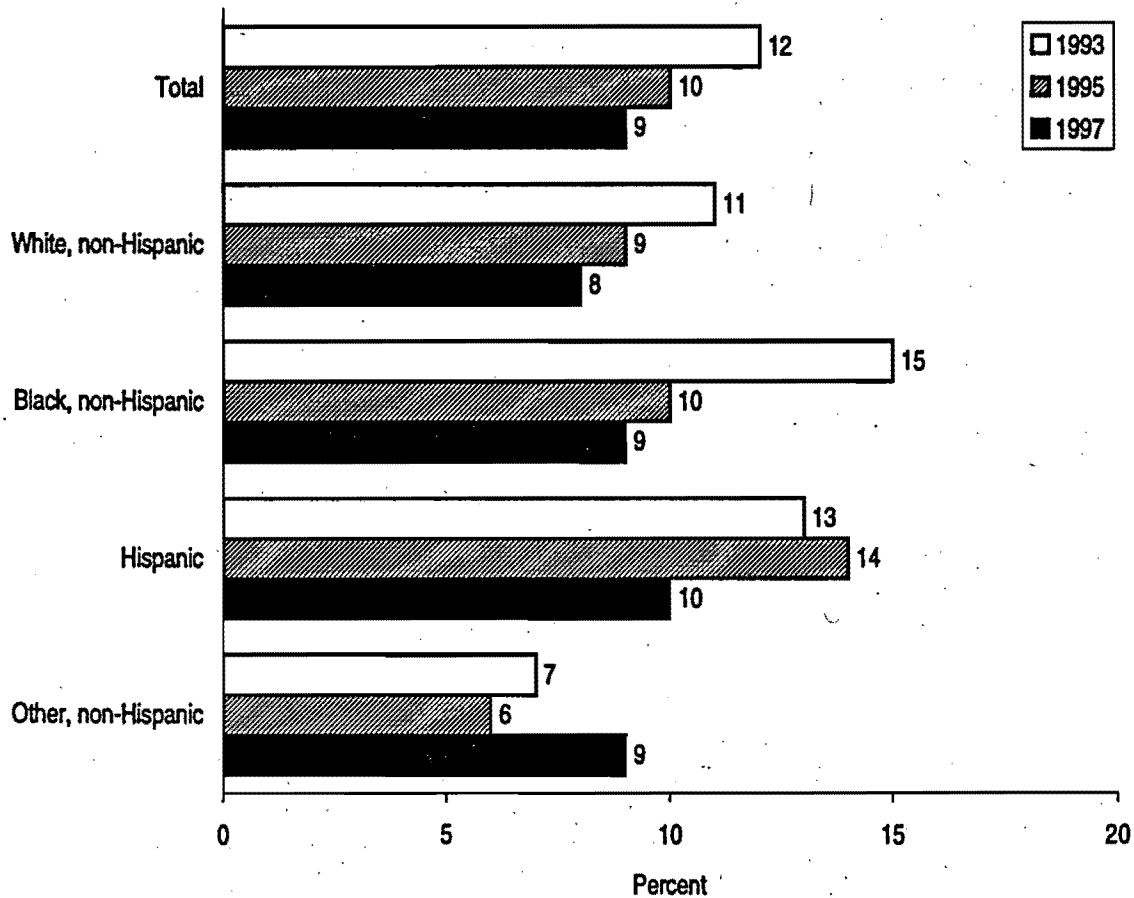
8

Figure —Percentage of students ages 12 through 19 who reported that street gangs were present at their school, by place of residence: 1989 and 1995



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, 1989 and 1995.

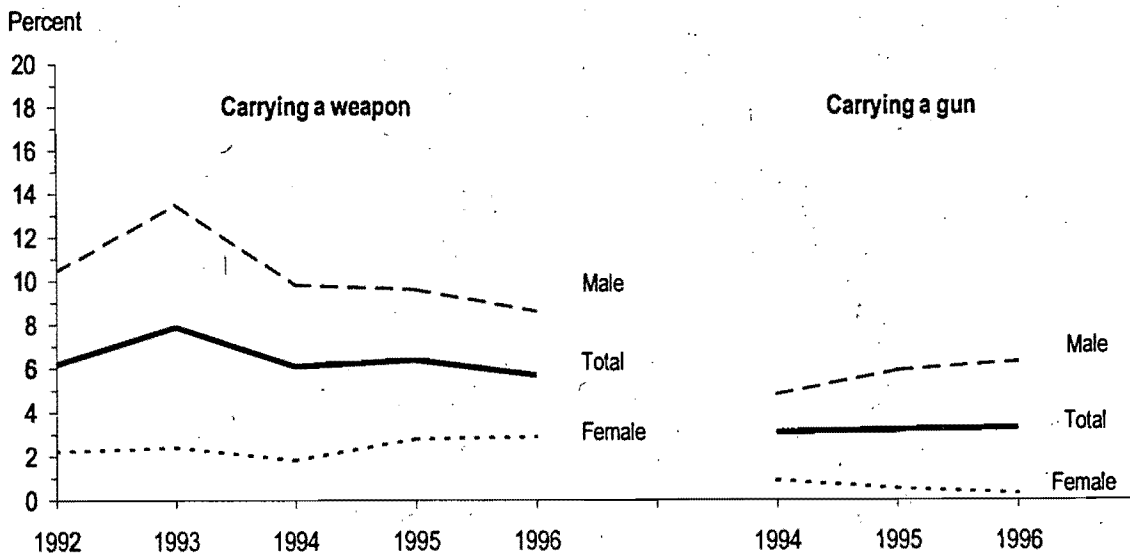
Figure 9 —Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by race-ethnicity: 1993, 1995, and 1997



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

SOURCE: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 1993, 1995, and 1997.

Figure 10 —Percentage of 12th graders who reported carrying a weapon or gun to school at least 1 day in the past 4 weeks, by sex: Selected years 1992 to 1996



SECTION 2b: Public School Policies and Practices Related to School Safety

Schools are undertaking a variety of measures related to school safety.

- o In 1996-97, most public schools reported having zero tolerance policies toward serious student offenses. A "zero tolerance policy" was defined as a school or district policy that mandates predetermined consequences or punishments for specific offenses. At least 9 out of 10 schools reported zero tolerance policies for firearms (94 percent) and weapons other than firearms (91 percent). Eighty-seven percent and 88 percent of schools had policies of zero tolerance for alcohol and drugs, respectively. Seventy-nine percent of schools also had zero tolerance policies for violence and for tobacco.
- o Three percent of all public schools required students to wear uniforms during the 1996-97 school year.
- o In 1996-97, schools reported that they used a number of measures to increase security. For example, 96 percent of public schools reported that visitors were required to sign in before entering the school building; 80 percent of public schools reported having a closed campus policy that prohibited most students from leaving the campus for lunch; 53 percent of public schools controlled access to their school buildings, and 24 percent of public schools controlled access to their school grounds. In addition, 19 percent of public schools reported conducting drug sweeps. Four percent of schools reported that they performed random metal detector checks on students though daily use of metal detectors was less common (only 1 percent of public schools reported taking this measure).
- o In addition to the security measures described above, 6 percent of public schools reported having police or other law enforcement representatives stationed 30 hours a week or more at the school in a typical week during the 1996-97 school year. One percent of schools had them stationed from 10 to 29 hours per week, and 3 percent had them stationed from 1 to 9 hours a week. Twelve percent of schools reported that, while they did not have police or other law enforcement representatives stationed during a typical week, these representatives were available as needed. Seventy-eight percent did not have any such persons stationed during the last year.
- o A majority of public schools (78 percent) reported having some type of formal school violence prevention or reduction programs in 1996-97.

SECTION 2c: STATE AND LOCAL DATA

While national data contribute significantly to our understanding of school safety, they may not be the most useful source of information for states, districts, or schools in assessing their specific school safety needs and developing strategies to address those needs. Data collected at the state and local levels are more useful in identifying problems and monitoring the progress of interventions. Most state and local data related to school safety fall into two categories: Student risk behavior data (such as self-reported weapon carrying) and incident data (such as violations of school policies).

STUDENT RISK BEHAVIORS

Many children and adolescents behave in ways that put them at risk for intentional injury. Reducing these risk behaviors is a critical step in preventing injury and promoting school safety.

Current Data Collection

To monitor student risk behaviors many states, U.S. territories, and cities conduct the Youth Risk Behavior Survey (YRBS), developed by the Centers for Disease and Control and Prevention (CDC). The YRBS includes questions about weapon carrying, physical fighting, and victimization on school property, and is administered to students in grades 9-12. States that conduct the YRBS benefit from having information about their students' health risk behaviors to use in planning and monitoring programs.

Location	# of Locations Conducting the YRBS				
	1990	1991	1993	1995	1997
States	23	26	40	40	38*
Cities	9	11	14	17	17*
U.S. Territories	0	2	2	4	3*

*AL, AK, CA, CO, CT, DE, DC, FL, HI, IA, KY, LA, ME, MA, MI, MS, MO, MT, NV, NH, NY, NC, ND, OH, RI, SC, SD, TN, UT, VT, WV, WI, WY, Baltimore, Boston, Chicago, Dallas, Detroit, Ft. Lauderdale, Houston, Jersey City, Los Angeles, Miami, Newark, New Orleans, New York City, Philadelphia, San Diego, San Francisco, American Samoa, Guam, Virgin Islands

Eleven states and 7 cities had data that could be used to compare 1993 and 1997 results to determine if student behaviors changed. There were no significant changes between 1993 and 1995, or between 1995 and 1997 in any of these states or cities. However, between 1993 and 1997, several states and cities saw significant decreases in important student behaviors. National data are presented for comparison. The national data are collected independently, and are not a compilation of state and city data.

- o In two of the 11 states, the percentage of students who carried a weapon on school property on at least one of the 30 days preceding the survey decreased significantly from 1993 to 1997. In the other nine states there was no significant change.

[Insert Figure 11 about here.]

- o In three of the seven cities the percentage of students who carried a weapon on school property on at least one of the 30 days preceding the survey decreased significantly from 1993 to 1997. In the other four cities there were no significant changes.

[Insert Figure 12 about here.]

- o The percentage of students who carried a weapon in any location on at least one of the 30 days preceding the survey decreased significantly in two cities, but there were no significant changes within any of the states or in the other five cities.

[Insert Figures 13 and 14 about here.]

- o The percentage of students who were threatened or injured with a weapon on school property within the 12 months preceding the survey did not change significantly within any of the states or cities.

[Insert Figures 15 and 16 about here.]

- o The percentage of students who were in a physical fight on school property within the 12 months preceding the survey decreased significantly in one state, but there were no significant changes within any of the cities or the other ten states from 1993 to 1997.

[Insert Figures 17 and 18 about here.]

Future Data Collection on Student Risk Behaviors

States collect YRBS data every two years. In 1997, 12 states did not conduct the survey. CDC can provide technical assistance to states interested in conducting the YRBS. States wishing assistance should contact CDC's Division of Adolescent and School Health at (770) 488-3259. More information about the YRBS can be found at <http://www.cdc.gov/nccdphp/dash>.

INCIDENT DATA

Monitoring the number of violent and/or criminal incidents can help states and local organizations understand their school safety needs. Uniform data collection is critical for monitoring problems across locations and determining where the greatest need for resources exists.

Current Data Collection

About half of all state education agencies (24 states) collect some type of crime and violence data from all local education . Information on major disciplinary action and criminal/prohibited incidents is most commonly collected. Only five states require local education agencies to report on both types of occurrences. States whose efforts are of particularly high quality are Delaware, Florida, and South Carolina. *(Currently trying to get more information about these states).*

Future Data Collection on Incidence of Crimes**State Level**

The U.S. Department of Justice has redesigned the Uniform Crime Reporting (UCR) program. The redesigned program, call the National Incident-Based Reporting System (NIBRS), collects data on criminal incidents reported to police and arrests within 22 crime categories, and includes information about victims, offenders, and types of incidents, as well as information on the location where each incident occurs. One location that can be reported is a "school/college".

Because it collects data on victims and can provide estimates at the jurisdiction level, NIBRS has the potential to provide better information on reported crimes in schools.

NIBRS currently has been implemented in about 2, 100 jurisdictions in 13 states (Colorado, Idaho, Massachusetts, Michigan, Nebraska, North Dakota, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, and Wisconsin).

State and Local Level

In response to an increasing interest in improving data collection and reporting, the National Forum on Education Statistics established a Crime, Violence, and Discipline Task Force in 1995. This Task Force developed a model process that state and local education agencies can voluntarily use to improve their system for collecting data on crime in schools,

Recommendations of the Crime, Violence, and Discipline Reporting Task Force, NCES 97-581.

The model can be found at <http://www.ed.gov/NCES>, and includes recommendations for:

- o What incidents should be included in a reporting system
- o How to define incidents
- o How to classify incidents that occur on school buses and at school-sponsored events
- o How to define and classify the people involved in an incident
- o How to monitor special situations such as gang-related incidents, alcohol and drug incidents, and hate crimes.

Figure 11

State	1993	1995	Change between 1997 1993 & 1997
AL	13	13	11 No change
HI	8	8	6 No change
MA	10	9	8 No change
MS	14	8	10 No change
MT	14	12	12 No change
NV	12	11	10 No change
SC	14	12	10 Decrease
SD	10	11	8 No change
UT	11	11	11 No change
WV	14	12	11 No change
WI	9	Data N/A	5 Decrease
US Total	12	10	8 Decrease

Percentage of students who carried a weapon on school property on one or more of the 30 days preceding the survey

Figure 12

City	1993	1995	Change between 1997 1993 & 1997
Boston	16	12	11 No change
Chicago	10	11	12 No change
Dallas	11	9	8 No change
Ft. Lauderdale	8	7	6 No change
Jersey City	23	15	12 Decrease
Miami	11	8	6 Decrease
San Diego	11	8	7 Decrease
US Total	12	10	8 Decrease

Percentage of students who carried a weapon on school property on one or more of the 30 days preceding the survey

Figure 15

State	1993	1995	Change betw. 1997 1993 & 1997
AL	Data N/A	9	8 No change
HI	7	5	6 No change
MA	9	8	11 No change
MS	8	8	9 No change
MT	7	6	7 No change
NV	10	10	8 No change
SC	10	11	9 No change
SD	6	6	5 No change
UT	8	7	8 No change
WV	8	7	8 No change
WI	8 Data N/A		8 No change
US Total	7	8	7 No change

Percentage of students who were threatened or injured with a weapon on school property one or more times during the 12 months preceding the survey

Figure 16

City	1993	1995	Change betw. 1997 1993 & 1997
Boston	12	11	10 No change
Chicago	12	13	13 No change
Dallas	10	11	10 No change
FL. Lauderdale	9	9	9 No change
Jersey City	16	12	11 No change
Miami	11	9	8 No change
San Diego	10	10	8 No change
US Total	7	8	7 No change

Percentage of students who were threatened or injured with a weapon on school property one or more times during the 12 months preceding the survey

Figure 17

State	1993	1995	Change betw. 1997 1993 & 1997	Percentage of students who were in a physical fight on school property one or more times during the 12 months preceding the survey
AL	14	14	14 No Change	
HI	14	13	13 No Change	
MA	15	15	13 No Change	
MS	17	16	16 No Change	
MT	17	14	14 No Change	
NV	20	19	15 Decrease	
SC	13	15	13 No Change	
SD	14	14	11 No Change	
UT	15	13	14 No Change	
WV	17	14	13 No Change	
WI	16	Data N/A	No Change	
US Total	16	16	15 No Change	

Figure 18

City	1993	1995	Change betw. 1997 1993 & 1997	Percentage of students who were in a physical fight on school property one or more times during the 12 months preceding the survey
Boston	15	15	15 No change	
Chicago	18	19	18 No change	
Dallas	20	19	18 No change	
Ft. Lauderdale	15	14	14 No change	
Jersey City	22	18	20 No change	
Miami	17	15	16 No change	
San Diego	16	14	15 No change	
US Total	16	16	15 No change	

SECTION 3: WHAT COMMUNITIES CAN DO THROUGH COLLABORATION

Introduction

Many communities are successfully reducing school crime. Their successes can be translated into recommended action steps for communities across the nation. Schools, parents, business leaders, law enforcement, community organizations, and the students themselves each play an important role. Successful interventions require that all of these groups come together to prepare a comprehensive plan that takes into account the needs of the community and the best programs and strategies to meet those needs. As the plan is implemented barriers must be overcome, effectiveness should be evaluated over time, and improvements must be made.

Sidebar

The sources for these action steps include reports provided by school staff and their program evaluators, other guides that summarize violence prevention experiences, and national-wide survey data. Reports from schools have been compared to identify actions which have been effective in diverse settings and can be taken by schools across the nation. Several prevention and intervention guides were examined, and two were particularly useful: *Early Warning, Timely Response: A Guide to Safe Schools* by the American Institutes for Research (1998), and in *Creating Safe and Drug-Free Schools: An Action Guide* by the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education's Office of Elementary and Secondary Education (1996). Risk and protective factors that can be addressed through prevention were derived from the National Longitudinal Study of Adolescent Health, the Monitoring the Future Study, the Youth Risk Behavior Survey, and the School Crime Supplement to the National Crime Victimization Survey. These steps have also been influenced by conversations with teachers, parents, students, and other community members.

What Communities Can Do Through Collaboration

1. Joining Schools and Their Communities

Schools function within the broader community, and need participation from families, faith communities, businesses, social service agencies, police, juvenile justice authorities, civic organizations, and others throughout the prevention/intervention process. Members of the community may share with the school specific information about youth crime, systems for measuring levels of violence, interpersonal skills for working with youth, and others. They may also have access to funding, volunteers, learning opportunities, programs, learning materials, and a wealth of other resources.

Harnessing these resources and making the partnership successful in reducing school violence requires strong leadership from school officials. School-community partnerships invite multiple perspectives and allow the sharing of responsibility and accomplishments. Partners may find that goals are more readily achieved when specific, manageable tasks are assigned to small groups of dedicated individuals.

Box: Examples of Collaborators on School Crime Prevention

District Superintendents, School Board Members, Principals, Teachers, Counselors, Coaches, Security Officers, Students, Peers, Siblings, Parents, Parent-Teacher Associations, Police, Probation Officers, Judges, Leaders from Community/Professional Agencies/Societies, Volunteers, Local Non-Profit Groups, Religious Groups, State and Federal Agencies, Politicians, Businesses, Teacher's Unions, Colleges and Universities, Social Service Agencies, Media, Sports/Recreation/Parks, City Council Members, Boys and Girls Clubs, Youth Serving Organizations, Mayors, Chambers of Commerce.

2. Identify and Measure the Problem

School administrators, school staff, students, parents, and community organizations may all have different perceptions of school crime. Wide variation in viewpoints may hinder agreement on how to proceed. Perceptions tend to converge once objective data are available and shared widely. Collecting data on victimization, perpetration, substance abuse, and other problems can help develop consensus on the local school crime problems, identify points of intervention, and assist in gaining resources to deal with the problems.

Readily available data from several sources may be sought. As the effort gains momentum, a more systematic means may be established to track multiple infractions by individual students, identify problem areas, and examine trends over time. Anonymous surveys may be administered to students to assess incidents which are less often reported or detected and to measure attitudes and beliefs about crime. Perceptions of school crime and safety may also be assessed through focus groups and interviews with students and staff.

Sara Strizzi to have DOE people consider FIRPA. Summarize the law.

Box: Sources of Data for Assessing School Crime

School Incidents (fighting, weapon-carrying, threatening, sex or race bias crimes, robbery, extortion, assault, vandalism, drug possession, use, or sales, etc.)

Juvenile Arrests (murder, manslaughter, forcible rape, other sex offenses, armed robbery, robbery, assault, aggravated assault, burglary, larceny-theft, motor vehicle theft, terroristic threatening, drug abuse violations, vandalism, arson, weapons charges, etc.)

Juvenile Court Case Dispositions (arrested, jailed, came to trial, sentenced, etc.)

Social Service Data (child abuse and neglect, domestic violence, etc.)

Hospital Data (gunshot wounds, stab wounds, drug-related conditions, sexual injuries, bruises, cuts, abrasions, etc.).

Mental Health Services Data (incidents resulting in treatment for Post-Traumatic Stress Disorder, substance abuse, or other conditions).

Student/Parent/Staff/Police Surveys, Interviews, Focus Groups, Observations, etc.

3. Set Goals and Objectives

Goals describe broad purposes and common directions while objectives are the sequential, measurable steps to achieve each goal. Objective data identify the most important and changeable problems, providing a basis for goals and objectives. Intervention goals that are realistic and attainable lead to greater commitment and long-term success. Initial goals and objectives should be modest until the level of experience and training is sufficient to press further. Setting unrealistic expectations, such as eliminating school crime, and not reaching them discourages participants and invites criticism. Generally goals are more useful when they are reasonably specific and can be supported by a fairly short list of objectives.

Objectives describe "who will do how much of what by when." If several steps are required to meet a goal, one or more objectives is written to describe each step. Often the objectives are written in sequential order, but multiple objectives are generally addressed in overlapping periods of time. Measurable objectives convey the advantage of knowing when, or whether, they have been achieved. When objectives are not measurable they invite uncertainty and allow partial accomplishment. They do not need to be so specific that every minor action is included. Stating the primary objectives is sufficient to allow accountability and to monitor progress. Goals and objectives may be altered in the course of an intervention as experience and wisdom are gained. They should be communicated to all participants throughout the intervention, and restated whenever changes are made.

Box: Examples of Goals & Objectives for Reducing School Crime

Goal: Decreased physical fighting on school grounds

Objective 1: Professionals from the community will train 90 students in nonviolent problem solving and social skills by April 24th.

Objective 2: The security officers will teach all school staff proper techniques for intervening in physical fights by November 1st.

Objective 3: A sub-group will be established to study and report to the Principal by February 2nd on how well the school policy on fighting is being communicated and how consistently it is enforced.

- Objective 4: The Vice-Principal will notify parents of all students involved in physical fights actively or as instigators as soon as possible after the fight. Both parties will be provided an information sheet concerning access to due process within the school and courts.
- Objective 5: The school will be divided into physically and administratively separate units of no more than 300 students each by June 15th.

Goal: Establish a Crisis Response Team

- Objective 1: A subgroup will research the key components of a crisis plan and identify appropriate school and community members to serve on the crisis response team by November 15th.
- Objective 2: Professional security experts will train members of the team to respond to crises (such as violent incidents, suicides, natural disasters, etc.) as a well organized unit by January 15th.
- Objective 3: The Principal will inform school staff, parents, police, hospitals, and other community members about the crisis response team by January 15th.
- Objective 4: A system for communication will be established by February 1st between staff in the school, and between the crisis team and police, hospitals, mental health professionals, parents, district officials, and others.
- Objective 5: A plan for rapid, orderly school dismissal, evacuation, and transfer of students to parental supervision will be established by February 15th.

4. Identify Appropriate Strategies

Although some strategies are more effective than others, no single intervention will be effective in meeting the needs of all students. The best approach is often a mix of strategies selected based on local goals, objectives, needs, and resources. Some strategies may be offered to the entire student body while others may be directed toward the more violent students. Success may be enhanced by tracking students from year to year, offering "booster" sessions at appropriate intervals, and using relapse prevention techniques.

When selecting strategies, several features are important, including: the evidence that the strategy has been effective in the past, the match between the strategy and the objectives, the reading level of educational materials, the appropriateness of cultural images and examples, and others. Section Four of this Report describes examples of model strategies that have proven effective or appear promising. Several of these models may be implemented simultaneously or sequentially. In some settings, a particular combination of parts of several models may be more effective than using all aspects of several models with high fidelity. Those that choose to do this should realize that the combination they are implementing is a new and untested approach, and should carefully assess the plan's effectiveness. Environmental and administrative strategies may be effectively balanced with educational and skills-training strategies.

Box: Examples of Strategy Sets

Sidebar: These strategy sets are merely examples of comprehensive plans. Actual schools and communities should develop strategy sets based on their individual needs.

Set One: A Suburban School District

The Second Step Curriculum in elementary and middle school with boosters in high school
Project WARN in middle school and high school
Crime Prevention Through Environmental Design in middle and high school
The Strengthening Families Program in middle school with boosters in high school
Safe Dates in grades 8 and 9 with boosters in grades 10-12
Adding a due-process component to the disciplinary code

Set Two: An Inner-City School District

PACT in middle school and high school
The Violence Prevention Curriculum for Adolescents in high school
Teen Dating Violence in middle school
The Alternative Education Program in middle school and high school
Stop the Hate with specific aspects for different age levels
GRASP in middle school
STAR in elementary school with boosters at intervals through middle school
Revision of the school disciplinary policies and procedures at all levels
Redesign of the security system by school security professionals
Cooperative communication agreement with the police and courts
Reconnecting Youth in high school

Set Three: A Rural School District

The Anger Coping Program for middle school males
Bully Proof in elementary school
Flirting or Hurting in middle school with boosters in high school
The Midwestern Prevention Project in grade 5 with boosters through grade 10
First Step to Success in kindergarten

5. Implement a Comprehensive Plan

Successful implementation occurs in several stages that vary somewhat from one community to another. In the early stages, district approvals are often needed, community support is sought

through a public campaign, staff are trained, students are selected for participation, approval is sought from parents, and procedures for monitoring the implementation are established. District officials may have to approve the program as well as any evaluation instruments. A broad campaign in the local community may be appropriate for some interventions, raising awareness of the school violence problem, introducing the intervention, explaining the process, and inviting expertise, volunteers and donations. The purpose of staff development is to enhance the consistency and quality of program delivery, and to build enthusiasm for the program. In some interventions, student selection may be based on criteria such as risk factors or needs. Parents may need to give consent for their children to participate. These elements are usually in place before students become involved in the intervention.

The later stages include: appraisals of fidelity to the plan; the match between budgeted and actual costs; the initial response of students, staff, and parents; unforeseen barriers; unintended negative consequences of selected strategies; changes in the nature of the problem over time; the need for adjustments; and others. Fidelity involves consistency between the plan and the actual events. Careful replication of selected strategies improves success, and should be monitored. Cost overruns are common, and should be anticipated in new interventions. Responses among participants may be varied (changes in behaviors, attitudes, fears, stressors, etc.), and not all positive (particularly at first) even in the best of interventions. Problems (barriers, consequences, changes, need for adjustments, etc.) should be expected, viewed as opportunities for collaborative resolution, and addressed fully. The time and attention given to each phase of implementation, the amount of training provided to staff, the consistency of support and delivery, and attention to individual needs and progress are just a few of the quality issues to be considered.

Box: Example of a Community-wide Gang Intervention

Information from Betty Chemers on the Little Village in Chicago and/or the Spergel model

6. Measure the Success of Your Efforts

Evaluation is necessary to see if the effort is effective and to identify ways to make it better. Ideally, professionally prepared and tested instruments should be used. When new evaluation tools or methods are devised, they should be tested on a small group prior to the implementation to see if they will produce useful information. Data from surveys, interviews, incident records, disciplinary referrals, and other sources are commonly collected immediately before and after an intervention to assess whether or not the strategy is having the desired effects on student attitudes, beliefs, and behaviors. If improvements are greater in the intervention group than in a comparison group (that did not receive the intervention, received it to a lesser extent, or received something different) the intervention is considered a success. In some cases research specialists may be drawn from universities, colleges, or the community to help with the evaluation.

7. Revise Strategies Based on the Evaluation

After the evaluation has been completed, revisions are made to improve the comprehensive plan, implementation, student and staff selection and training, materials, methods of communication and collaboration, and other aspects. If a school has been administering a plan for several years with little impact on violence the intervention/prevention plan may be replaced with a entirely new strategy or group of strategies. Recommendations for improvement may be garnered through interviews, surveys, or focus groups. These assessments can reveal which activities were most effective, which materials work best, what barriers were encountered and how can they be overcome, and what type of students received the most or least benefit and why.

What Schools Can Do**1. Provide strong administrative support for assessing and enhancing school safety**

A comprehensive approach to school safety and security requires that administrators meet several challenges simultaneously. These challenges include constantly assessing the school's security needs, monitoring the school facility, school-wide education and training on safety and avoiding violence, providing counseling and social programs to students, and others. Administrative support may come in the form of emphasizing the need for safety, devoting resources (including staff and classroom time), establishing working groups and collaborations, supporting the policy and strategy recommendations of work groups, and others. School administrators should take the lead in promoting safety by treating students and staff with respect, creating an environment conducive to learning, and advocating nonviolent behavior.

2. Redesign the school facility to eliminate dark, secluded, and unsupervised spaces

The design of the school facility has some influence over whether or not crime will occur. Schools may be designed in ways that limit access of unauthorized persons, increase the ability of school staff to visually supervise all areas of the school facility, reduce crowding, and contribute to safety in a number of other ways. Schools should be built with security in mind. Yet, even after the school is built, problem areas may be identified and redesigned. Safety measures include providing adequate lighting, installing break-proof door and window locks, minimizing private storage areas, eliminating removable ceiling panels, and others. The key is to make the school environment safer, and use space constructively without creating a restrictive environment.

3. Devise a system for reporting and analyzing violent incidents

School staff have fairly accurate impressions of the violent events that occur at school, but that information cannot be effectively used if it is not regularly collected and examined. A systematic

approach to monitoring rule infractions and analyzing problem areas, using an incident reporting system, is an efficient way to assess problems and select prevention strategies. Obtaining an accurate record of violent incidents from year to year helps school officials identify overall trends in school violence and which students are more aggressive than others. Tracking individual student behavior patterns over time is a good way to identify students in need of additional assistance before their problems become more serious.

For a school crime data collection model, look in the resources section for *Recommendations of the Crime, Violence, and Discipline Reporting Task Force of the National Forum on Education Statistics*.

4. Build an information sharing relationship with local law enforcement

Although the school may have its own security personnel, a close working relationship with community law enforcement is essential. School security personnel may have expertise with the school facility, its security devices, and the student body, but police officers have more extensive training in dealing with violent incidents. They are also very knowledgeable about what is happening in the community which can affect student behavior. Accurate reporting of criminal behaviors to the police and to the parents of both the perpetrator(s) and victim(s) sends a clear message that illegal acts will not be tolerated. Police may assist school administrators in identifying specific students who may require additional supervision. In some schools, probation officers work inside the school building where they have better access to the students assigned to them by the courts.

Sara Strizzi: Check FIRPA

5. Enlist school security professionals in designing and maintaining the school security system

In some schools obvious security measures are needed to ensure safety. School security can be enhanced by hiring security personnel, installing security devices, conducting random inspections, providing students and staff with ID cards, and other approaches. Security involves careful attention to training, searching for and closing any security gaps, improving communications, testing security devices and procedures, maintenance, updating technology, and other facets. Relying heavily on security devices like metal detectors, without adequate staffing, training, and other strategies will only have a limited impact in the absence of a comprehensive approach.

Both in-house staff and outside consultants assist in preventing and reducing crime by conducting security assessments, providing staff development programs, developing crisis preparedness guidelines, identifying security equipment needs (such as metal detectors and surveillance cameras), designing enforcement and investigation techniques, and enhancing links

with community officials. Students can also provide a wealth of information about security weaknesses.

6. Train school staff in all aspects of violence prevention

Training staff in discipline, handling disruptive students, and treating students with respect decreases the likelihood that students will become violent in the school setting. Staff should be trained to serve as models of non-violent communication for students and to set the standards for appropriate behavior and communication. Limiting the number of students assigned to each teacher increases the chances that training will have the desired results. Staff should also know all school rules and policies dealing with the violent behavior of students, how to use the alarm system, when to refer students for counseling or discipline, what to do in case of crisis situation, and other aspects of preventing violence. Good rapport between school administrators and staff is also essential to any comprehensive school security system.

7. Give all students access to school psychologists or counselors

All young people have a variety of emotional needs which they bring with them to school. Some needs may be met in school through encounters with peers and school staff (teachers, psychologists, counselors, or others) while other needs require referral to community services. If these needs are handled effectively, students are less likely to engage in criminal behavior.

8. Provide crisis response services

Shootings, fires, bomb threats, hostage situations and other crises require a quick and preplanned response. A comprehensive plan for dealing with a crisis situation includes having a crisis response team in place with clearly delineated duties, as well as plans for evacuating the school, notifying the proper authorities, dealing with the media, quickly notifying parents, and having counselors available to deal with students in the aftermath a traumatic event. When these resources are lacking in the local community they may be found at the state or federal level.

9. Design an effective discipline policy

School rules should be clear, simple, and consistently enforced from one classroom to another. Serious and repeated violent infractions should carry heavier penalties than less serious or infrequent infractions. It is important that the school discipline policy be communicated periodically to students, parents, and staff. Students and parents may sign a document at the beginning of the school year indicating that they know and agree to follow the school rules. Discipline should be consistent for all students. Due process involves more than one staff member, listening to all parties, gathering and interpreting evidence, assigning sanctions where appropriate, and access to an appeal.

10. Implement school-wide education and training on avoiding and preventing violence

Many school-wide programs have proven effective in preventing and reducing violent behavior in schools. Instruction is provided on avoiding dangerous situations, places, and people, getting help when in danger, notifying authorities about weapons, common myths about violence, misperceptions about normative behavior, and others. Skills training may be offered in the areas of social interaction, problem solving, coping, communication, resisting peer influence, clarifying values, respect for individual differences, countering bias, anger management, conflict resolution, and peer mediation. Education and skills training may be effectively combined using interactive and engaging learning strategies.

11. Use alternate school settings for educating violent and weapons carrying students

A relatively small percentage of students account for most of the violent incidents at school. Providing special services to this group of adolescents is essential for increasing school safety. If a student continues to exhibit repeated acts of serious violence, the school administrator may be obligated to place this student in a separate educational setting to assure the safety of other students and staff. Separating violent and weapons carrying students from the general student body sends the message that school administrators have acted appropriately to preserve school safety, and allows the special needs of these students to be met more effectively. Alternative programs are preferred to suspension and expulsion alone because they avoid shifting violent students onto the streets with little supervision. Common features of effective alternative schools include strong administrators, dedicated and well trained staff, needs based assessments of each child, a low student to staff ratio, counseling for students and their parents, and others.

When dealing with violent and weapons carrying students, the local chief administering officer should keep in mind both the Gun-Free Schools Act (GFSA) and the Individuals with Disabilities Education Act (IDEA). According to GFSA, every state receiving funds under the Elementary and Secondary Education Act (ESEA) must have a law which (1) requires any student who brings a firearm to school to be expelled for not less than one year and (2) allows the expulsion requirement to be modified on a case-by-case basis by the local chief administering officer. In addition, all local educational agencies receiving ESEA funds must refer any student who brings a firearm to school to the criminal or juvenile justice system. The second provision of GFSA is crucial to serving students with disabilities. According to IDEA, schools can not cease providing special education or related services to students with disabilities, even if a disabled student brings a firearm to school.

Revisions to come from Kelly Henderson

12. Provide appropriate educational services to all students

School staff should promote a school-wide culture that supports positive learning opportunities for all children and youth. This entails assessing special needs among students who behave inappropriately, ensuring a responsive process for referral and delivery of special educational and other services when appropriate, providing positive behavioral supports and interventions as needed, supporting a qualified workforce, and developing working relationships with parents, families, and communities.

What Students Can Do**1. Behave responsibly**

A fair amount of school crime is made up of everyday occurrences, and a fair amount may be reduced through everyday actions. All students should:

- resolve problems and disputes nonviolently;
- refrain from teasing, name calling, and other seemingly innocent behaviors which actually hurt others' feelings;
- respect other students, school staff, and family members; and
- know and follow the school rules

2. Report crimes and threats to school officials

Students know better than anyone else what is going on in your school. Students need to tell their parents, teachers and principal what kinds of crimes and threats occur and what can be done to stop them. Some youth may not want to get involved and make reports, some may believe that upholding the code of silence and protecting their peers is the right thing to do, and some may be afraid that the students they make reports on will find out and retaliate. The fact is that reporting crimes and threats can save lives. Students need to take responsibility for sharing the information they have, and administrators need to take responsibility for setting up an easy to use, anonymous reporting system.

3. Get involved in or start anti-crime programs in your school

Because students do know so much about their schools, they have much to offer in planning and participating in crime reduction and prevention programs. Getting involved not only helps the whole school, it can be very rewarding and a lot of fun. Students can directly reduce school crime by becoming peer counselors or mediators, learning conflict resolution and problem solving, hosting dances or other fun and safe weekend activities for students, tutoring or mentoring younger students, and starting a teen court, to name just a few of the options.

Students can assist school and community officials by serving on a safe schools committee, talking to school officials about gaps in security (places where weapons are hidden, drugs are sold, fights occur, students are threatened, etc.), suggesting ways for students to report crimes without fearing retaliation, and others.

4. Learn how to avoid being a victim

No one chooses to be a victim and no one can control everything that happens. However, Students can significantly decrease their chances of being a victim by taking simple actions such as deciding to walk away from fights and avoiding dangerous places. They can also decrease their chances of being a victim by carefully thinking over what activities to participate in, such as whether or not to join a gang. Many students join gangs for protection, but gang members are much more likely to get into fights and be injured or killed than non-gang members.

5. Seek help

Talk to adults about problems and let them help find solutions.

Talk to adults when worried about friends. This will not get friends in trouble, it will get them help.

What Parents Can Do

1. Actively communicate with your child

Communication is an essential component of child-rearing and a constant challenge. Being available and approachable on a wide variety of subjects is as important as having the right answer to a question or providing the best guidance with a problem. Being a good listener is as important as talking. Consistency, honesty, understanding, and other qualities of communication are critical to creating a climate that is conducive to sharing. Talking with your children shows that you care about them, gives them an opportunity to share their concerns, interests, fears, and activities and may give you some ideas about aspects of their school and personal life that can be improved. Everyday conversations also create natural opportunities for you to teach your children social skills, anger management, problem solving skills, and how to avoid being a victim.

2. Be clear and consistent in disciplining your child

When establishing rules for children it is important to think through your views on crime, violence, weapons, appropriate self-defense, and other issues and be clear in communicating them to your children. Children will need to understand that they may come under additional

rules in the school or other settings, but your rules apply always in all places. They also need to know that you support the school discipline policies and any reasonable punishments that are administered by the school. Help your children understand the rationale for household, school, and other rules and behavioral expectations. If your child misbehaves, punishments may be more effective if they are consistent and appropriate to the severity and frequency of the offense, administered with a gentle voice and with full explanation, and followed by comforting.

Discipline involves more than punishment. Involving a child in activities that teach constructive skills such as responsibility, appropriate play behavior, dedication, and goal-setting is as important as sanctioning them for inappropriate behavior. Parents may also devise rewards and incentives for desired behaviors as a means of preventing future rule violations and urging constructive behaviors. The rewards may be more effective if they are highly valued by the child and neither too minimal nor excessive. Providing too many privileges may spoil a child while withholding too many privileges may invite misbehavior. When parents are flexible and allow negotiation about privileges, children learn what is really important.

3. Model pro-social behavior

The best way to teach a child may be by demonstration. Through their everyday actions parents train their children concerning how to interact socially, handle competition and defeat, discuss differences, resolve conflicts, deal with frustration in solving problems, cope with stress and anger, and in many other skills. Children also learn from the other adults in their lives, and may need help understanding different behavior responses to similar challenges. The inevitable exposure of your child to negative influences makes the parent's role as a model of pro-social behavior even more important.

4. Get involved with school and community organizations and activities

Becoming active in the school and community life of your child brings many benefits. You will see more of what they see, so you will gain a deeper understanding of their needs. You will be there when their needs are most apparent, and will be able to respond more quickly and appropriately to situations. Situations will arise that present opportunities for reinforcing what you are teaching in the home. Your presence can give some continuity in moving from one setting to another. Being involved also gives you an opportunity to get to know teachers, child-care providers, coaches, and others and to work with them to assure that your child's needs are met when you are not present.

Here are a few examples of things parents can do to in the school and community to promote pro-social behavior and to make the most of learning opportunities:

Volunteer to help in the school or community programs your child attends

- Know the school's discipline policy and discuss it
- Get to know teachers and administrators
- Make sure your child attends class and completes assigned homework
- Actively continue your child's education in the summer
- Go to museums and libraries with your child
- Read to your child and help your child practice reading
- Encourage children to participate in extra-curricular activities
- Attend parent-teacher conferences, school board meetings, and community meetings
- Work with school staff when your child has been aggressive or victimized at school
- Work with other parents and organizations to assure that children are safe when going to and from school or community activities
- Serve on a school safety committee or the Parent Teacher Association (PTA)

Your community may have many more opportunities than these, and finding them is worth the effort.

5. Keep guns and other weapons out of reach of unsupervised children

If guns or other weapons are kept in or around the house, it is critical that they be locked and completely inaccessible to unsupervised children and adolescents. Guns should be stored unloaded whenever feasible, with ammunition locked in a separate place. Weapons are popular for hunting, target shooting, collecting, and other reasons, and children often enjoy these activities. Guns appeal to children for their power, status, their adult affiliation, the pleasure of hunting, the respect they bring, and for the retaliation or coercion they facilitate. Firearms are not playthings, but children may view them as such unless they are taught to handle and use them responsibly or to avoid them entirely. Some children become obsessed with guns, war, military clothing, techniques, and terminology. When a child who is obsessed with weapons experiences anger or other powerful emotions, access to weapons may be dangerous to the child and to others.

6. Limit children's exposure to and experience of crime and violence

Limiting a child's exposure to violence is a difficult but important task for every parent. Children are exposed to both real and simulated depictions of violence and other crime in many ways. They find it on television, in movies, in newspapers, on the radio, on the internet, in plays, in neighborhoods, in homes, in schools, at athletic events, in video games, in music, on the road, and many other places. Children are often harmed by adults or other children, whether intentionally or accidentally. The cumulative effects of these exposures, whether the child is physically victimized or not, may be very harmful and may lead to violent behavior in the child.

Some children do not fully understand or successfully cope with the violence to which they are

exposed. Some children may have difficulty distinguishing between dramatic depictions of violence and actual violence. Because of frequent and unrealistic media depictions, they may think that violent events are more common than they really are. They may not fully appreciate the true consequences of violent behaviors. As a result, children may pretend to be violent in their play with little harm, yet when they become frustrated or angry, these behaviors may take a more serious form in some children.

Parents may limit a child's exposure to violence in several ways. Exposure to violent entertainment may be limited or avoided (making use of parental advisories, rating systems, and other information provided). When children are exposed to violence, parents can help them understand and cope with it. Parents may report to authorities that they suspect someone of illegal behavior (particularly violent crimes). When children are afraid, or are victims of violence, adult concern and protection may restore a sense of security. Parents may be able to seek counseling for themselves or for their child, or find other ways to help children cope with the violence they experience.

7. Participate in family management training or counseling opportunities

Raising children is difficult, and parents try to make the most of available resources. Participating in formal training programs in family management is a good way to get extra help. While family counseling is an appropriate option for some, others benefit from less structured assistance. Specific skills can be learned to reduce the stress and challenges of raising children, including problem-solving, communication, coping with anger and stress, conflict mediation, and others. Training may be available through the school, faith communities, or in the broader community. Seeking help from friends or family members who are experienced parents is another way to better meet your child's needs.

What Police and Juvenile Justice Authorities Can Do

1. Establish a working relationship with schools

Educators, police, and juvenile justice authorities each play an integral part in preventing school crime. Educators are better equipped to educate and train students. Police are more capable of intervening in a crisis situation involving a violent or potentially violent individual at school and may be involved in enforcing school attendance. Juvenile justice authorities assign probation officers and social service workers to schools where they can better monitor and serve adjudicated students, design specific regimens for students to influence their behavior, and provide stronger and broader sanctions for violent behavior. The three groups can share information to identify students at risk of committing crimes and work together to help those students modify their behavior.

Sara Stizzi to have DOE staff consider above in terms of FIRPA

2. Patrol the school grounds, facilities, and travel routes

The presence of police in or near the school and local neighborhoods may deter crime and prevent situations from escalating. Police may remove trouble spots that interfere with students traveling to and from school, prevent strangers from entering schools, reduce the ability of students to smuggle weapons into schools, deter gang activities, identify students who are selling drugs or under the influence of drugs, and conduct random searches for weapons or controlled substances. In these and other circumstances they add their broader authority to the supervision of students.

3. Respond to reports of criminal activities in the school

When police routinely patrol the school grounds, they are in a better position to act quickly in response to a request for help from school authorities. The role of police may be to separate a violent student from potential victims, talk the student into giving up a threatening stance, subdue and transport a student from the scene, contact emergency services, assist in traffic control as emergency services arrive and as parents pick up their children during or after a crisis, collect evidence, or participate in other activities. Rapid response is critical in a situation where many children are in harm's way.

4. Consult with school authorities and parents regarding school security

Both juvenile justice authorities and police have training in working with youth. They are aware of effective techniques for modifying the behavior of troubled students, the appropriate use of rules and sanctions for youth who are chronic offenders, techniques for avoiding violence and victimization, and optional programs and services to which troubled students can be referred, and are able to consult more broadly on issues of school, home, and personal security. Their information may be shared in school board meetings, community meetings, staff meetings, classrooms, assemblies, printed materials, broadcasts, and other ways.

5. Work directly with youth to maintain a constructive relationship

Police and juvenile justice authorities may be involved directly with students outside the police station, courtroom, or other correctional settings. They may develop a good relationship with students as a means of preventing a confrontation in the future. As the relationship builds, students may see them as positive role models rather than judges or enforcers, assist them in their work rather than fleeing from them or hindering their work, and gain a greater understanding about the difficulties they face in their work. Instilling a broader respect for authority is essential in preventing crime. Opportunities for building constructive relationships between authorities and youth include bicycle registration drives, school carnivals, fund-raisers, community policing partnerships, sponsored recreational activities, and others.

What Business Leaders Can Do

Often overlooked in school-based efforts to prevent violence, businesses can be a great resource. They may offer support for programs and services, facilities for events, safe havens, training programs for job skills, anger management, stress management, and conflict resolution, leadership and organizational skills, and jobs and internships for youth. They may also encourage their staff to serve as mentors, tutors, and coaches in the schools, provide parenting services to employees, provide flexible scheduling for employees to attend school events, attend to their child in a school-related crisis, and parent-teacher conferences, and contribute in many other ways. They may have a presence in the schools through donating computers or services, directly offering programs, or participating in meetings.

SECTION 4: MODEL PROGRAMS

Introduction

There are many programs and strategies that can reduce or prevent crime in schools. This section presents several examples of programs and strategies that are well designed and can be implemented in schools across the nation. The examples cover a wide variety of problems that schools face. While reviewing these programs and strategies, keep in mind that problems generally do not occur in isolation. Creating a safe school requires attending to the school's physical, social, and cultural environments. A key component of increasing school safety is selecting strategies which can be combined to form a comprehensive plan for addressing local problems. As the previous section on next steps revealed, strategy selection should be based on a thorough needs assessment and a wide variety of community members should be involved in creating and implementing the comprehensive plan.

Text Box

The models presented here have been designated either *demonstrated* or *promising*. *Demonstrated* models have been rigorously tested in the field and have solid evidence of their effectiveness. In the evaluation of demonstrated models, two groups of youth were examined before and after an intervention; one group received the intervention while the other did not. The intervention group demonstrated a larger reduction in violence over time compared to the "control" group. *Promising* models are well designed, but have not yet been thoroughly tested. Some promising models have been evaluated, but they need further testing with stronger evaluation designs to prove their effectiveness. Other promising models have not yet been evaluated, but they are based on previous research. While some models have effects in more than one area, they are categorized by their emphasis or demonstrated effects.

FOR INTERNAL USE ONLY: Staff at the Hamilton Fish Institute were asked to indicate which programs and strategies could be removed. Thus, some of the following are marked:

⌘ = could be removed ⌘⌘⌘ = feel free to take it out

Aggression/Fighting

Second Step is a *demonstrated* curriculum designed to insert skills-based training into existing school curricula and encourage the transfer of skills to behavior at school and at home. Age-appropriate materials are used in Pre-K through middle schools. The Pre-K through grade 5 versions of Second Step also have a six week parent education component. The elementary program teaches empathy, impulse control, and anger management. The middle school program covers understanding the violence problem, empathy, anger management, problem solving, and applying skills to everyday situations. A study showed that physical aggression decreased from

autumn to spring among students who were in the program, but increased among students who were in a comparison group. [Contact: Committee for Children, 2203 Airport Way S., Suite 500, Seattle, WA 98134 or 172 20th Avenue, Seattle, WA 98122, Tel: 800-634-4449, Fax: 206-343-1445, www.cfchildren.org]

PATHS (Promoting Alternative Thinking Strategies) is a *demonstrated* model for kindergarten through 5th grade children. The program is designed to promote emotional competence through expression, understanding, and regulation of emotions. Cognitive problem solving skills are also taught. The main objectives are for students to learn new skills and be able to apply those skills in daily life. Improvements have been found in students' hyperactivity, peer aggression, and conduct problems. [Contact: Publisher: Developmental Research and Programs Tel. 1 (800) 736-2630, www.drps.org/paths.html DrpMman@aol.com Developer: Mark Greenberg, Ph.D., Prevention Research Center, Henderson Bldg. S, Penn State University, University Park, PA 16802 Tel: (814) 235-3053 E-mail: mxg47@psu.edu]

Peace Builders® is a *demonstrated* model for K-5 students of mixed ethnicity which has been tested in urban and suburban elementary schools. Peace Builders should be viewed as a way of life rather than a program because it attempts to change the characteristics of the school setting that trigger aggressive, hostile behavior. This program seeks to increase the frequency of prosocial models to enhance social competence and decrease the frequency and intensity of aggressive behaviors. Researchers found that this program improved students' social competence (especially if they had two years' exposure to the program) and buffered expected increases in their aggressive behavior. [Contact: Jane Gulibon, Heartsprings™, Inc., PO Box 12158, Tucson, AZ 85732, Tel: (800) 368-935 www.peacebuilders.com, custrel@heartsprings.org]

The Anger Coping Program is a *demonstrated* model for selected male middle school students. The program consists of 18 weekly small group sessions during the school day led by a school counselor and a mental health counselor. The lessons emphasize self-management/monitoring skills, perspective taking skills, and social problem solving skills. Aggressive boys who have been through the Anger Coping program have been found to have lower rates of drug and alcohol involvement and higher levels of self-esteem and problem solving skills than those who have not. [Contact: John E. Lochman, Professor and Saxon Chair of Clinical Psychology, Department of Psychology, Box 870348, The University of Alabama, Tuscaloosa, AL 35487, Tel: 205-348-5083, Fax: 205-348-8648, jlochman@GP.AS.UA.EDU]

BASIS is a *demonstrated* middle school model that focuses on procedures for discipline. Clarifying and consistently enforcing the school rules, improving classroom management and organization, tracking student behaviors (good and bad), reinforcing positive behaviors, and increasing the frequency of communication with parents about student behavior are emphasized. A multi-year, multi-site study found that classroom disruption decreased and attention to academic work increased significantly in the schools in which the program was well

implemented. [Contact: Denise Gottfredson, University of Maryland, Department of Criminology, Lefrak Hall, Room 2220, College Park, MD 20742, Tel: 301-405-4717 Fax: 301-405-4733, dgottfredson@bss2.umd.edu]

PACT (Positive Adolescent Choices Training) is a *demonstrated* model for middle school and high school African American and other high risk youth selected by teachers for conduct problems or histories of victimization. Using videotaped vignettes and role playing students learn social skills such as giving positive and negative feedback, accepting feedback, negotiation, problem solving, and resisting peer pressure in a small groups of 10-12. Students who have been through PACT have had 50% less physical aggression at school and more than 50% fewer violence related juvenile court charges than a comparable group who did not receive PACT. [Contact: Betty R. Yung, Ph.D., Director, Center for Child and Adolescent Violence Prevention Wright State University, School of Professional Psychology, Ellis Human Development Institute, 9 North Edwin C. Moses Blvd., Dayton, OH 45407, Tel: 937-775-4300 Fax: (937) 775-4323 E-mail: byung@desire.wright.edu]

✂ Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence is a *demonstrated* curriculum for high risk middle school students. The curriculum is comprised of 12 classroom sessions that deal with violence among peers and the separate but interrelated roles of aggressors, victims, and bystanders that youth play in potentially violent situations. The backbone of this curriculum is the four step Think-First Model of Conflict Resolution. The model helps students to pause and keep cool, understand, what is going on before jumping to conclusions, define their problems and goals in ways that will not lead to fights, and generate positive solutions. The curriculum has been tested in urban, suburban, and small-city school districts and has made students more supportive of resolving conflicts without aggression. [Contact: Christine Blaber Education Development Center Inc., 55 Chapel St., Suite 25, Newton, MA, 02458, Tel: 800-225-4276 ext. 2364, Cblaber@edc.org To order the curriculum: Education Development Center, Inc., P.O. Box 1020, Sewickley, PA, 15143-1020, Tel: 800-793-5076, Fax: 412-741-0609]

Conflict Resolution: A Curriculum for Youth Providers is a *demonstrated* model for secondary schools. Key elements include: helping students define conflict, learning three types of conflict resolution, and reviewing basic communications behavior. Each session contains at least one skills building exercise and lasts from 15 to 50 minutes. This program has reduced violence and the frequency of fights resulting in injuries which require medical treatment. [Contact: National Resource Center for Youth Services, College of Continuing Education, University of Oklahoma, 202 West 8th Street, Tulsa, OK 74119, Tel: 918-585-2986, Fax: 918-592-1841, www.nrcys.ou.edu/default.htm]

✂✂✂ The Violence Prevention Curriculum for Adolescents is a *demonstrated* high school curriculum. The program involves 10 classroom sessions in which an ethos of nonviolence is established. Vignettes, role playing, conflict resolution, videotaping, and discussions are used. Key components include: anger management, good and bad outcomes of fighting, alternatives to fighting, and risks of violence and homicide. This curriculum has been implemented and evaluated several times with mixed results. One study found it effective in reducing violence, problem behavior, and the frequency of physical fights among boys, but not among girls. Other studies have found positive effects on suspensions and violence prevention knowledge among both boys and girls. [Contact: Christine Blaber Education Development Center Inc., 55 Chapel St., Suite 25, Newton, MA, 02458, Tel: 800-225-4276 ext. 2364, Cblaber@edc.org To order the curriculum: Education Development Center, Inc., P.O. Box 1020, Sewickley, PA, 15143-1020, Tel: 800-793-5076, Fax: 412-741-0609]

The School Safety Program is a *demonstrated* model for identifying high schools' violence problems and devising effective responses. The program's main components include a curriculum integrated into a required 11th grade social studies course which trains students to be problem-solvers, engaging students in solving their school's problems, identifying problem students through reviews by teachers and police, and regular meetings among school teachers, school administrators, and the police. An evaluation found a 50% reduction in incidents requiring calls to the police (mainly assault-related behaviors) at an intervention school but only a small reduction in a comparison school. In addition, threats to teachers decreased 17% in an intervention school yet increased by 5% in a comparison school. [Contact: Dennis Kenney, Director of Research, Police Executive Research Forum, 1120 Connecticut Ave., Suite 930, Washington, DC 20036, Tel: 202-466-7820 Fax: 202-466-7826 www.policeforum.org, dkennedy@intr.net]

Bullying

Transition Intervention Program (TIP) is a *promising* model for eliminating problem behavior in first through sixth grade students and enhancing students' academic and social success in school. This holistic intervention includes a nine week classroom experience which emphasizes self-management and academic skills, parenting classes, tracking and support when students re-enter their regular classrooms, and support and training for students' regular teachers. A study of four years of TIP participants found that 76% became successful in their regular classes. [Contact: Sheral Schowe, Transition Intervention Program, 11454 High Mountain Drive, Sandy, UT 84092, Tel: 801-964-7695]

The Bullying Prevention Project is a *promising* model for elementary and middle schools which includes helping school staff and parents identify and intervene with bullies and their victims, classroom activities (such as role playing and creative writing) which generate discussions of bullying, and school-wide anti-bullying activities (including school-wide reinforcement for positive behavior and sanctions for bullying). In addition, school-wide rules against and sanctions for bullying are established. A preliminary evaluation has found promising results, and the intervention continues to be enhanced and tested. [Contact: Susan P. Limber, Project Director, Bullying Prevention Project, Institute for Families in Society, University of South Carolina, Carolina Plaza, Columbia, SC 29208, Tel: 803-737-3186, Fax: 803-737-3193]

Bully Proofing Your School is a *promising* comprehensive approach for elementary schools. Components include: staff involvement in deciding how to reduce bullying; a student curriculum which uses role playing, modeling, and class discussions; victim support which emphasizes enhancing self-esteem and social skills; an intervention for bullies which teaches anger control and empathy; and working with the parents of both bullies and victims. The focus is on shifting power away from bullies, not on punishing them. No evaluation data are available. [Contact: Carla Garrity, The Bully Project, 5290 E. Yale Circle, Suite 207, Denver, CO 80222, Tel: 303-649-8496, Fax: 303-756-6059]

*** Quit It! is a *promising* curriculum for students in grades K - 3. Teachers foster discussions of teasing and bullying, use puppets and role playing to teach problem solving, and encourage children to resist peer pressure. No evaluation data are available. [Contact: NEA Professional Library P.O. Box 509, West Haven, CT 06516-9904, Tel: 800-229-4200]

*** Bully Proof is a *promising* curriculum for 4th and 5th grade students. Teachers are encouraged to make their classrooms safe environments by fostering respect, avoiding judgements, and establishing ground rules. Students are taught to watch for bullying, understand the difference between bullying and teasing, and develop courage. No evaluation data are available. [Contact: NEA Professional Library P.O. Box 509, West Haven, CT 06516-9904, Tel: 800-229-4200]

Family Issues

The Strengthening Families Program is a *demonstrated* model for children ages 6-10. It was originally tested with urban drug abusing parents in out patient treatment. It has been culturally modified and found effective with African-American, Asian/Pacific Islander and Hispanic families as well. Parents and children attend 14 weekly sessions of 2 hours each. Parents and children attend separate sessions during the first hour (during which time parents learn about family management and children focus on social skills) and during the second hour come together for family skills training. To increase participation, incentives such as snacks,

transportation, and rewards are used. Evaluations have found significant improvements in parenting skills, children's pro-social behavior, and family relationships. [Contact: Connie Tait, Ph.D. Department of Health Promotion and Education, 300 S. 1850 E., Room 215, University of Utah, Salt Lake City, UT 84112, Tel: 801-585-9201, Fax: 801-581-5872]

First Step to Success is a *demonstrated* program with proactive screening of all kindergartners, a school intervention using the CLASS program (which trains teachers to use behavioral methods to decrease classroom disruption), and parent training to support children's adjustment to school. In early evaluations First Step to Success appears to reduce aggression and maladaptive behavior as well as the long-term probability that at-risk children will adopt a delinquent lifestyle during their youth. [Contact: Sopris West, 4093 Specialty Place, Longmont, CO 80504, Tel: 800-547-6747, Fax: 303-776-5934, www.sopriswest.com]

Functional Family Therapy (FFT) is a *demonstrated* family based intervention. In rigorous evaluations FFT has consistently produced sustained reductions in juvenile recidivism and sibling entry into high risk activities when compared to a variety of other individual and group based treatments. These reductions in adolescent disruptive behavior disorders have been accomplished at lower expense than alternative approaches. FFT is a short term change program which motivates families to deal with processes, such as intense negative affect, which prevent change. Specific strategies are then individualized for families to produce positive changes in family communication and problem solving, parenting, and the use of community resources. [Contact: Center for the Study and Prevention of Violence, Institute of Behavioral Sciences, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442, Tel: 303-492-8465; or Project Coordinator Kathie Shafer, 801-585-1807, Shafer@psych.utah.edu]

⌘ RETHINK (Recognize, Empathize, Think, Hear, Integrate, Notice, Keep) is a *promising* model that offers parents a step-by-step approach to understanding and managing their anger at various stages in their children's development. This training program consists of 12 hours of training in two 6 hour sessions or separate 2 to 3 hour sessions if needed. Family conflict, anger, and violence seem to decrease after the training. [Contact: Institute for Mental Health Initiatives, 4545 42nd Street, NW, Suite 311, Washington, DC 20016 Attn: Deborah Schnitzer, Tel: 202-364-7111, Fax: (202) 363-3891]

Gangs

GREAT (Gang Resistance Education and Training) is a *promising* model with curricula for elementary, middle, and junior high school students. The instructional programs (which range from four to nine weeks) are taught by law enforcement officers and have sessions on law, crimes, victims, gangs, and substance abuse. The training focuses on the impact of crime on victims and communities, conflict resolution skills, cultural differences, and meeting basic needs

without joining a gang. Schools and communities have the option of implementing a summer component as well. A preliminary evaluation found that GREAT participants had lower rates of delinquency, lower rates of gang affiliation, and more negative attitudes about gangs. [Contact: G.R.E.A.T. Branch P. O. Box 50418 Washington, DC 20091, Tel: 800-726-7070, Fax: (202) 565-4588, E-mail: great@atfhq.atf.treas.gov Web site: www.atf.treas.gov/great/great/.htm]

⌘ Alternatives to Gang Membership is a *promising* program with multiple components. One component is a 5th grade anti-gang curriculum with an intermediate school follow-up program for youth that encourages involvement in constructive activities. A study in which the names of 3,612 participants were matched with data from the Los Angeles County Sheriff's Department found that only 4% had joined gangs. [Contact: Human Service Department, City of Paramount, 16400 Colorado Avenue, Paramount, CA 90723, Tel: 213-220-2140]

⌘ Gang Risk Intervention Program (GRIP) is a *promising* model pilot tested in the Los Angeles area and now operating in 15 of California's 58 counties. GRIP involves parents, school administrators, teachers, community organizations, and gang experts in keeping youth out of gangs. Schools with GRIP provide counseling, sports, cultural activities, job training, apprenticeships and career exploration opportunities, and opportunities for positive interaction with police officers to their students. The major goals of the program are to tie youth to community organizations and to commit businesses and community groups to providing positive activities to youth. No evaluation data are available. [Contact: Chuck Nichols, Safe Schools and Violence Prevention Office, California Department of Education, 560 J Street, Suite 260, Sacramento, CA 95814, Tel: 916-323-1026, cnichols@cde.ca.gov]

Project COURAGE (Community Organizations United to Reduce the Area's Gang Environment) is a *promising* program which provides youth with positive alternatives that may serve as deterrents from gang membership and substance abuse. Key components include: tutoring in all school subjects; academic, family and personal counseling; workshops on self esteem, decision-making and resistance skills, health and nutrition, and job training; and leisure and sports activities. When students, staff, parents, and teachers were questioned by auxiliary staff, more than half of them said that Project COURAGE students had made improvements in stability, empowerment, self-esteem, and educational commitment. In addition, close to 80% of teachers and staff saw an improvement in students' social abilities and positive identities. [Contact: Mary Fowlie, Project COURAGE Coordinator, Riverside County Office of Education, 3939 Thirteenth Street, Riverside, CA 92502, Tel: 909-369-7860, Fax: 909-778-0487]

Racial/Ethnic Conflict

RCCP (Resolving Conflict Creatively Program), an initiative of Educators for Social Responsibility, is a *demonstrated* school-based program that cultivates the emotional, social, and ethical development of children through teaching concepts and skills in conflict resolution and intergroup relations. The RCCP model includes the following components: professional development for teachers; regular classroom instruction for K-12 students; peer mediation; training in the concepts and skills of conflict resolution and bias awareness for administrators and parents. Initial results from a rigorous evaluation by the Centers for Disease Control and Prevention reveal a significant positive impact on children who receive a substantial amount of instruction in the curriculum. Currently RCCP is being implemented in 11 diverse school districts across the country. [Contact: RCCP National Center, 40 Exchange Place, Suite 1111, New York, NY 10005, Tel: 212-509-0022, Fax: 212-509-1095, esrrccp@aol.com]

⌘⌘ Stop the Hate is a *promising* intervention for youth of all ages and their families. The key components include a full-day of diversity training session for students and school staff, peer diversity training for high school students, and youth service/family human relations training. No evaluation data are available. [Contact: A World of Difference Institute, 823 United Nations Plaza, New York, NY 10017, Tel: 212-885-7800]

⌘ Anti-bias Curriculum: Tools for Empowering Young Children is a *promising* model to help children ages 2-5 build the foundations for problem-solving and critical thinking about diversity and bias. The curriculum examines racial differences and similarities, disabilities, gender identity, cultural differences and similarities, and resisting stereotyping and discrimination. The program also assists educational staff and parents in creating anti-bias environments. No evaluation data are available. [Contact: National Association for the Education of Young Children, 1509 16th Street NW, Washington, DC 20036-1426. Tel: 202-232-8777, www.naeyc.org/default.htm]

Responding in Peaceful and Positive Ways (RIPP) is a *demonstrated* sixth-grade curriculum tested in ethnically mixed populations. Key elements include: working in small groups; problem solving; identifying feelings; handling differences; peer mediation; clarifying values; dealing with prejudice; and avoiding, ignoring, diffusing, and resolving conflicts. The problem solving component includes several steps which students memorize and practice frequently: stop, calm down, identify the problem and your feelings about it, decide among non-violent options (resolve, avoid, ignore, or diffuse), do it, look back, and evaluate. An evaluation funded by the Centers for Disease Control and Prevention shows RIPP significantly reduces fights and incidents of being threatened with a weapon. [Contact: Aleta Lynn Meyer, Life Skills Center, Virginia Commonwealth University, 800 W. Franklin, P.O. Box 842018, Richmond, VA 23284-2018, Tel: 888-572-1572, Fax: 804-828-0239]

Healing the Hate: A National Hate Crime Prevention Curriculum is a *promising* model for middle and early high school students. In 10 units youth learn empathy, critical thinking, perspective taking, media literacy, and that violence and prejudice are preventable. Students engage in several cooperative learning activities and discuss factors which perpetuate hate crimes. This program has been pilot tested in demographically and geographically diverse locations, but no evaluation data are available. [Contact: National Hate Crime Prevention Project, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060 Tel: 1-800-225-4276]

SPiR (Student Problem Identification and Resolution) is a *promising* model for responding to violent episodes that erupt in schools over racial bias among students. Because this program must be facilitated by a trained adult, regional centers maintain staff to respond quickly to ethnic conflicts and hate crimes with a variety of programs and services. Students, faculty, community leaders, and parents are brought together to identify and resolve problems. No evaluation data are available. [Contact: The U.S. Department of Justice Community Relations Service, 600 E Street, NW, Suite 2000, Washington, DC 20530, Tel: 202-305-2935, Fax: 202-305-3009, www.usdoj.gov/crs]

Sexual Harassment/Sexual Violence

Flirting or Hurting is a *promising* model for grades 6-12 for reducing sexual harassment and sexual violence. Topics addressed include: bullying, dating violence, racial and ethnic intolerance, gay-bashing, hazing, domestic violence, student rights, and taking action. No evaluation data are available. [Contact: NEA Professional Library P.O. Box 509, West Haven, CT 06516-9904, Tel: 800-229-4200]

⌘ Dating Violence Intervention and Prevention for Teenagers Group Leader's Manual is a *demonstrated* model for changing attitudes about relationship violence for African-American middle school students. Key elements include: discussions about violence in society and relationships, recognizing physical, emotional and sexual abuse, power and control in relationships, characteristics of strong and weak relationships, improving communication, and problem solving skills. Five one-hour sessions are given over 5 days. This program has shown student improvement in knowledge of and attitudes about couple violence. [Contact: National Resource Center for Youth Services, College of Continuing Education, University of Oklahoma, 202 West 8th Street, Tulsa, OK 74119-1419, Tel: 918-585-2986, Fax: 918-592-1841, www.nrcys.ou.edu]

Safe Dates is a *demonstrated* model developed for 8th and 9th graders with school and community components. The school components (a 10 session curriculum, a play, and a poster contest) focus on changing norms for dating violence, gender stereotyping, conflict management skills,

belief in need for help, awareness of services, and help-seeking. The community component includes training for service providers, a crisis line, and a support group for teen victims. An evaluation of Safe Dates indicated that the treatment group committed less psychological abuse, sexual violence, and violence perpetration against their current dating partner than did the control group. [Contact: Vangee Foshee, Department of Health Behavior and Health Education, School of Public Health, University of North Carolina at Chapel Hill, Campus Box 7400, Chapel Hill, NC, 27599, Tel: 919-966-6616 or 919-966-6353 E-mail: vfoshee@sph.unc.edu]

Dating Violence Prevention Program is a *demonstrated* curriculum for changing attitudes condoning dating violence and a *promising* curriculum for changing behaviors among high school students. Key elements include: promoting equity in dating relationships, challenging attitudes towards violence as a means of conflict resolution, improving communications skills, supporting victims of dating violence, and seeking help for those involved in violent relationships. An evaluation of the program showed significant decreases students' attitudes favoring dating violence as a means of resolving conflict. [Contact: K.D. O'Leary, Department of Psychology, State University of New York at Stony Brook, Stony Brook, NY 11794-2500, Tel: 516-632-7852, doleary@psychl.psy.sunysb.edu, www.psy.sunysb.edu/marital]

Substance Abuse

✂ The Michigan Model for Comprehensive School Health Education is a *promising* intervention for grades K through 12 with about 40 lessons per grade level. The curriculum covers 10 health topic areas using sequential, age appropriate, skill based lessons. The curriculum emphasizes the following: self discipline and cooperation; compassion and helpfulness; non-violent conflict resolution; and respect for others, self, property, the environment, laws, and school rules. Throughout all grades students have the opportunity to practice conflict resolution and violence prevention techniques. This program is currently being evaluated. [Contact: Michigan Department of Community Health, School Health Unit, P.O. Box 30195, Lansing, MI 48909, Tel: 517-335-8388, morganp@state.mi.us, www.mdch.state.mi.us/MDCH2/mm/model.htm]

All Stars is a *promising* model for middle and high school students comprised of a 22 session curriculum focusing on correcting misperceptions about normative behavior, character development, identifying values and ideals, and commitment to ideals. Parent involvement is encouraged through homework and a parent guide. A preliminary evaluation in which All Stars participants were compared to D.A.R.E. participants found that All Stars did significantly better in enhancing variables related to substance use (commitment, ideals, bonding, and normative beliefs). [Contact: William B. Hansen, Tanglewood Research, P.O. Box 1772, Clemmons, NC 27012, Tel: 800-826-4539, Fax: 336-778-0443, E-mail: billhansen@tanglewood.net Web site: www.allstarz.com/top100.htm]

The Midwestern Prevention Project (referred to as Project STAR) is a *demonstrated* model for youth ages 10-15. Key elements include: a two year social influence curriculum, a mass media intervention, and a parent program which teaches family communication skills and helping children with project STAR homework. This project has been able to reduce smoking by 40% and show smaller reductions in marijuana and alcohol use. [Contact: Angela Lapin, Project Manager, Center for Prevention Policy Research, Dept. of Preventive Medicine, University of Southern California, 1441 E. Lake Avenue, MS-44, Los Angeles, CA 90033-0800, Tel: 323-865-0325]

The Coping Power Program is a *demonstrated* model for preventing substance use among middle school boys. Although this intervention uses much of the same material as the Anger Coping Program (see Aggression/Fighting), it has been extended to 33 small group sessions for students and has 16 sessions for parents. Initial results indicate that the Coping Power program increases aggressive boy's social competence and decreases their substance use. [Contact: John E. Lochman, Professor and Saxon Chair of Clinical Psychology, Department of Psychology, Box 870348, The University of Alabama, Tuscaloosa, AL 35487, Tel: 205-348-5083, Fax: 205-348-8648, jlochman@GP.AS.UA.EDU]

Project ALERT is a *demonstrated* social resistance skill curriculum for ethnically mixed students which consists of 11 weekly lessons in the 6th or 7th grade and 3 booster lessons in the 7th or 8th grade. Key components include counteracting beliefs that most people use drugs, developing reasons not to use, identifying where pressures to use drugs come from, and building a repertoire of skills to resist pro-drug pressures. Parent involvement is encouraged through home learning opportunities. Project ALERT has decreased marijuana and alcohol use among seventh graders and marijuana and cigarette use among eighth graders. [Contact: Project ALERT, 725 South Figueroa St., Suite 1615, Los Angeles, CA 90017-5416, Tel. 800-253-7810 E-mail: alertplus@aol.com Web site: www.projectalert.best.org]

⌘ Project NORTHLAND is a *demonstrated* multiple level, three year alcohol use prevention intervention for students in grades 6-8. The program includes of alcohol prevention curricula, activities to link students to the community, and parent participation in alcohol education. The project also offers students school based opportunities for alcohol free extracurricular activities. At the end of the cohort's 8th grade year, significantly fewer students in the intervention districts (24% of 8th graders) reported using alcohol in the past month than those in the comparison districts (29% of 8th graders). [Contact: To order curricula: Hazelden Publishing Group, P.O. Box 176, Center City, MN 55012, Tel: 800-328-9000, www.hazelden.org Contact for other questions: Project Northland, University of Minnesota, 1300 South Second Street, Suite 300, Minneapolis, MN 55454-1015, Tel: 612-624-1818]

Life Skills Training (LST) is a *demonstrated* model for mixed ethnic students with 20 sessions in the 7th grade, 10 sessions in the 8th grade, and 5 sessions in the 9th grade. Students are taught personal self-management skills, general social skills, drug resistance skills, adaptive coping strategies, assertiveness, and decision making by either adults or peer leaders. LST has been able to reduce excessive drinking and weekly marijuana use. [Contact: Gilbert J. Botvin, Institute for Prevention Research, Cornell University Medical Center, 411 East 69th St. Room KB 201, New York, New York 10021, Tel: 212-746-1270]

Truancy/Dropout

HOSTS (Help One Student To Succeed) is a *promising* dropout prevention program in which students in grades 1 - 10 who are a year behind (or more) in their reading skills are mentored by trained adult volunteers. Teachers are given access to an electronic data base to access teaching materials to develop individualized learning plans around state and/or local objectives. Students may leave the program when they are able to read on or above grade level. An evaluation involving 6,621 students during the 1995-96 school year found an overall gain of two reading levels and reported that 51% of students met the exit criteria. [Contact: Bill Gibbons, HOSTS Corporation, 8000 NE Parkway Drive, Suite 201, Vancouver, WA 98662-6459, Tel: 800-833-4678, Fax: 360-260-1783, www.teleport.com/~hosts/]

Project Helping Hand is a *promising* model to reduce truancy among students in grades K - 8. Key components include: referring youth who have 5 to 15 days of unexcused absences to a community-wide center, up to eight sessions of family counseling, home visits if the family does not show up for sessions, and three follow up sessions to ensure that truancy does not start again. Child study teams and tutoring are also available. Project staff reported that 84% of youth were not truant after participating in the program. [Contact: Atlantic County Division of Intergenerational Services, 101 South Shore Road, Northfield, NJ 08225, Tel: 609-645-5862]

The Coca-Cola Valued Youth Program is a *demonstrated* model that pays middle and high school students who are behind grade level or have been retained for one or more years to tutor elementary school children. In preparation to tutor the young children, and on an ongoing basis, the tutors receive extra academic help as well. One of the major goals of the program is to teach the tutors the value of education and increase their bonding to the school. Researchers have found that after two years only 1% of the students in the program had dropped out of school, whereas 12% of the comparison students had dropped out. [Contact: Linda Cantu, Communications Manager, Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228, Tel: 210-684-8180, Fax: 210-684-5389]

Reconnecting Youth is a *demonstrated* model for students in grades 9-12 showing signs of poor school achievement, multiple problem behaviors and the potential for dropping out of high school. Key elements include social support and skills training, personal growth classes, and social activities to promote school bonding. Two studies have found improvements in school performance and reductions in substance use and suicide risk. [Contact: Derek Richey National Education Service, P.O. Box 8, Bloomington, IN 47402-0008, Tel: 800-733-6786, www.nes.org/]

The Stafford County Alternative Education Program is a *promising* initiative which gives students two options for successfully completing high school. The first option is a regional education center for violent, weapons carrying, or controlled substance carrying students. It offers academic, counseling, family, and transportation services in order to help students complete the school year and successfully return to their regular schools. Turning Point, the second option, is a school for members of the community (primarily those age 17-21) who have not completed high school and for high school students with a very high risk of dropping out. Program staff report that success depends upon providing students and staff choices regarding their placement, written expectations or contracts which students sign, teaching teams, small student population, and flexibility with a focus on meeting student needs. No evaluation data are available. [Contact: G. Scott Walker, Director of Alternative and Adult Education, Stafford County Public Schools, 35 Potomac Creek Drive, #97, Falmouth, VA 22405, Tel: 540-659-9899]

~~§§~~ F.A.C.T.S. (Flexibility Accountability Competency Based Teamwork Service) is a *promising* alternative dropout prevention program in Boston, MA for at-risk high school students in grades 10-12 who are two years behind grade level. Key elements include: a multi-disciplinary approach to dropout prevention; a competency-based curriculum in core subjects; student completion of a minimum of 30 hours of community service each term; student maintenance of journals of daily thoughts, feelings, and experiences; and teen health seminars. An evaluation found that participating students went from being truant 27% of the time to 10% of the time. [Contact: George Stack, Department Head, East Boston High School, 86 White Street, East Boston, MA 02128, Tel: 617- 635-9973]

Vandalism

The Constructive Discipline Model of Los Angeles County, CA is a *demonstrated* intervention which takes a multifaceted approach to reducing violence and vandalism among 4th through 8th grade students. School staff are trained to reinforce appropriate behaviors, identify factors that contribute to violence and vandalism, and develop a school wide behavioral improvement plan. In addition, school counselors are trained in the use of behavioral consultation methods. One study of several schools found that vandalism fell by an average of 78.5%. [Contact: Gus Friás, Safe Schools Coordinator, Los Angeles County Office of Education, 9300 Imperial Highway, #281, Downey, CA 90242, Tel: 562-922-6391, Fax: 562-922-6781]

Peer Culture Development (PCD) is a *demonstrated* program run by counselors as a for-credit class for at-risk junior high and high school students. This program is founded on several assumptions, including: peers have great influence on one another, peer influence can be positive, self-confidence may be gained by being of service to others, and adolescents who have learned to solve their own problems can help others by sharing their experiences. Each class is conducted as a group counseling session in which problems are reported and resolved, and insight is provided by the trained group PCD counselor. An evaluation found that PCD students showed a 44% reduction in police contacts, while the control group showed a 36% increase in police contacts for the same period. All of the PCD schools also showed a reduction (55% and greater) in the number of property offenses (e.g., school vandalism, locker break-in, etc.), a reduction of about 66% in the number of personal offenses (e.g., robbery, physical assaults, rape, fights, etc.), and a 43% reduction in gang activity. [Contact: Todd Hoover, School of Education, MC Campus, Loyola University, 1041 Ridge Road, Wilmette, IL 60091, Tel: 847-853-3320]

Weapons

STAR (Straight Talk About Risks) is a *promising* model for preventing gun-related violence among Pre-K - 12th grade students. There are four curricula (Pre-K to grade 2, and grades 3 to 5, 6 to 8, and 9 to 12) and English and Spanish versions of all curricula are available. For the younger children the focus is on obeying rules, staying safe, and learning that guns are not toys. In the middle grades students explore media violence, reasons why people are violent, and coping with conflict. The high school version fosters discussions on the consequences of handgun violence, gun violence and youth, and stress as a potential cause of violence. Students in grades 9-12 have shown reduced levels in the probability that they would use a gun under a variety of circumstances. [Contact: Center to Prevent Handgun Violence, 1225 Eye St. NW, Suite 1100, Washington, DC, 20005, Tel: 202-289-7319]

The Comprehensive Weapons Reduction Initiative is a *promising* model which could be implemented in K - 12 schools. The key components include: a clear and consistently reinforced code of conduct aimed at preventing incidents like teasing and small fights which tend to lead to weapons assaults; environmental controls which make it difficult to bring weapons to school and increase student's perceived safety (so that they do not feel the need to bring weapons); random searches conducted by police; routine checks of areas where weapons may be hidden; home searches to recover firearms and explosives before they are brought to school; visual screening techniques that enable police and school staff to spot students that are concealing weapons; strictly enforced sanctions for weapons violations; and an alternative school where students who have brought weapons to school can complete the academic year. Staff reported that student weapons violations have decreased by 70%. [Contact: Bibb County Campus Police, 2444 Roff Ave., Macon, GA 31204, Tel: 912-746-6114, Fax: 912-751-6706]

⌘ WARN is a *promising* model for elementary through high school students. The objective of WARN is for students to take personal responsibility for anonymously warning school officials when they hear about or see a weapon at school. Key components include: a toll-free hotline which connects students to the school administrators office, skits performed by trained high school students in which a student is shot because no one took responsibility for warning a school official, pledging to report weapons, and membership in a national network. No evaluation data are available. [Contact: Dr. Jay J. Shaffer, W.A.R.N. Reseda High School, 18230 Kittredge Street, Reseda, CA 91335, Tel: 818-342-6186]

The Self Enhancement Program is a *demonstrated* strategy based on a relationship model for students age 7 through 18. Prosocial norms are taught through classroom education in conflict resolution and anger management, upholding six standards of conduct, exposure education through trips to hospital trauma centers and juvenile detention facilities, general anti-violence campaigns, and continuous mentoring by program staff through the youth's preadolescent and adolescent years. This program has been found effective in decreasing handgun and other weapon carrying, and fighting. [Contact: Self Enhancement, Inc., 3920 N. Kerby Ave., Portland, OR 97227, Tel: 503-249-1712, Fax: 503-249-1955]

CPTED (Crime Prevention Through Environmental Design) is a *promising* model for preventing violence by applying architectural design and space management concepts to the school building and grounds. The goals are to provide access control, surveillance through physical design and mechanical devices, congestion reduction, defensible space, psychological deterrents to violence, user monitoring, and territorial identity. Several of the design issues are focused on reducing the presence of weapons in the school and eliminating dark or hidden spaces where crimes can occur. CPTED reduced a school's reported crime rate by 86% over a four year period. [Contact: National Crime Prevention Institute, School of Justice Administration, University of Louisville, Louisville, KY 40292, Tel: 502-852-6987, Fax: 502-852-6990]

The School Resource Officers (SRO) Program is a *promising* model for effectively using law enforcement officers in the schools. Sworn law enforcement officers (who are already well prepared to deal with weapons and violent behavior) are trained to counsel students on law-related problems and support services, teach classes on the law, and be role models for students. Anecdotal evidence suggests that there is a relationship between the rising numbers of school resource officers in North Carolina and the reduction of the number firearms reported at school. [Contact: Pam Riley, Director, Center for the Prevention of School Violence, 20 Enterprise Street, Suite 2, Raleigh, NC 27607-7375, Tel: 800-299-6054 or 919-515-9397, Fax: 919-515-9561]

[SECTION 5: RESOURCES HERE]

SECTION 6: MODEL SCHOOLS

The schools are listed in rank order.

- 1 G Holmes Braddock Senior High School - West Miami FL
- 2 Kennedy Middle School - Eugene, OR
- 3 Roth Middle School - Dayton, OH
- 4 Minnie Howard School - Alexandria, VA
- 5 McNair Elementary School - St. Louis, MO
- 6 Riverhead High School - Riverhead, NY
- 7 King William C. Lunalilo Elementary School - Honolulu, HI
- 8 Jesse Keen Elementary School - Tampa, FL
- 9 Intermediate School 218 - Brooklyn, NY
- 10 West Mecklenburg High School - Charlotte, NC
- 11 McCormick Middle School - McCormick, SC
- 12 Westerly Public Schools - Westerly, RI

King William C. Lunalilo Elementary School, Honolulu, HI**School Safety Focus:**

- Comprehensive School Improvement Plan
- Social skills training for students
- Primary School Adjustment Program
- Parent education and opportunities to work
- Partnership with the Honolulu Police Department

Contact Information:

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 Elmira Fukumoto
 (808) 973 - 0270
 Fax: (808) 973 - 0276
 810 Pumehana St.
 Honolulu, Hi. 96826

Demographic Information:

- Elementary grades k-5
- 641 students, 92% Hawaiian, Caucasian, Asian, Pacific Islander; 8% other
- low to middle income families
- Urban

E-mail: Kathleenmau/lunalilo/hidoe
<http://www.k12.hi.us/~lunalilo/>

A recent influx of low-income immigrant families and increases in the number of families on welfare have created a transient community with greater criminal activity in the neighborhood surrounding Lunalilo School. In response to increases in drug- and gang-related activity nearby, the school has devised a comprehensive School Improvement Plan (SIP) which immerses all of the students in a positive environment through multi-year, integrated programs. The school strives to counter the negative influences through programs for students and their parents as well as working with the police.

At the core of the SIP is Project Charlie, a drug education program for all students which teaches social skills, self-awareness, decision making, and the harmful effects of substance use. Four times a year parents are required to actively complete drug education activities with their children. In support of Project Charlie the school also offers conflict resolution, peer mediation, peer and adult tutoring, community projects, school service groups, special interest groups, Artist-in-the School programs, and the Big Buddy/Little Buddy program. For students in need of extra services, Lunalilo has a Primary School Adjustment Program which relies on early identification, support of a caring adult, and involvement of a team of key personnel and parents in enhancing students' behavioral development. The Honolulu Police Department runs the Be Wise program and takes responsibility for notifying school officials of any suspected drug or gang activities around the school. The McCully Neighborhood Watch works to protect the facilities and keep the school officials informed.

Data collected over the past four years revealed an increase in social success, and decreases in violent behavior (zero suspensions in 1998 compared with four in 1994) and in referrals to the principal's office. In a 1997-98 survey, Primary School Adjustment parents reported that they thought their children were more comfortable at school (78%), communication with their children had improved (78%), their children behaved better at home (78%), and their children had developed higher self-esteem (72%). Teachers, parents, and consultation team's survey results were favorable, noting that learning behaviors, social interactions, and home/school relations improved.

Jesse Keen Elementary School - Lakeland, Florida**School Safety Focus:**

- Project ACHIEVE – focus on comprehensive school-wide planning to address both academic and behavioral problems
- Social skills, anger management techniques
- Supportive school climate

Demographic Information:

- Elementary grades pre-k - 6
- 647 students, 41% students of color
- 87% low income families
- East of Tampa, inner-city warehouse district

Contact Information:

Jesse Keen Elementary
Joyce Bushey, Principal
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Lloyd Mattingly, Project
Contact
E-mail: wvvp88a@prodigy.com

Nine years ago Jesse Keen Elementary School was a school with poor academic achievement, a high level of student discipline problems, and high staff dissatisfaction. To address these problems, it chose to adopt Project ACHIEVE, a school wide prevention and early intervention program that targets elementary-aged students who are academically and socially at risk, developed by two professors at the University of South Florida. This Project required acceptance by 80% of the school staff. Once it was accepted, pre-project baseline data were collected through an organizational analysis and needs assessment of the school and the surrounding community. A School Climate Team was formed, and grade-level leaders and a pupil personal support team were identified to implement the components of the Project. Jesse Keen was the first site to implement Project ACHIEVE; there are now 20 sites across the country.

Project ACHIEVE has six primary goals: enhance the problem-solving skills of teachers so that effective interventions for social (in particular violence) and academic difficulties are implemented; improve classroom management skills of teachers and classroom behavior of at-risk students; improve the school's comprehensive services to students; increase the involvement of parents in increasing the academic and social progress of students; validate and demonstrate the model; and, create a school climate where everyone is responsible for every student. A key component is the Stop & Think Social Skills process, in which students are taught the steps to making good choices pre-kindergarten through middle school.

There is a strong evaluation component which considers student, teacher, school and direct and indirect outcomes. Major accomplishments include: a 28% decrease in disciplinary referrals to the principal's office; a decrease of 65 to 19 in suspensions; decrease in student grade retention from 61 to 1; increase in number of students scoring above the 50th percentile in standardized tests; academic improvement for students whose parents were trained in the parent drop-in center, and improvement in teachers' perceptions of school climate.

McNair Elementary School - St. Louis, MO**School Safety Focus:**

- Fight Free School Program
- Social skills training
- Establishing clear expectations
- Providing positive reinforcement

Contact Information:

McNair Elementary School
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Phone: (314) 953-4700
Fax: (314) 953 - 4713
Fight Free School Manual:
School Violence..."Calming The
Storm" 1 (800) 524-2813

Demographic Information:

- Elementary K-6
- 519 Students, 90% Caucasian, 10% African Am
- Suburban

After the 1992-93 school year, the administration of McNair identified the need to address fights and aggressive behavior in school. Although the number of fights was not exceedingly high, 55 fights and 27 suspensions for that year, the school decided that suspensions and detentions were not changing student behaviors. Although the school did not face a drug problem, it decided to borrow from the Safe and Drug Free School approach of designating drug free schools. As a result the school initiated the Fight Free School Program. This model has been adopted by schools across the country and in foreign countries.

The mission statement of the Fight Free School Program is "to teach the youth of today, the future leaders of our nation, appropriate interpersonal behavior skills. The focus is to provide an improved school environment which will enhance the learning process and allow our children the optimum advantage to excel in their academic careers." In order to fulfill this mission, the program incorporates strategies to set clear expectations to students and parents built on the foundation that all students should keep hands, feet, and all other objects to themselves. The program provides students with social skill training and empowers students to resolve conflicts peacefully. Offering daily positive reinforcement for good behavior through strategies such as public address announcements declaring fight free days and flying a fight free flag over the school each day there are no fights is also central to the program. Other strategies used in cooperation with the Fight Free Program around the country include the Personal Responsibility Education Program (PREP), the Second Step Program, conflict resolution, peer mediation, and cooperative discipline.

The comprehensive Fight Free school approach has been adopted by approximately twenty-five schools across the country in urban, suburban, and rural settings. McNair Elementary School has reported a drastic drop in fights and suspensions since the inception of the program: 91-92 school year - 55 fights, 27 suspensions; 92-93 school year - 3 fights, 2 suspensions (*Program Inception*); 93-94 school year - 5 fights; 94-95 school year - 5 fights; 95-96 through 97-98 school years - 6 fights per year. Positive results have also been reported by other schools who have adopted the Fight Free program.

Kennedy Middle School, Eugene, OR**School Safety Focus:**

- School-wide violence prevention curriculum: Second Step
- School-wide early intervention program: Effective Behavior Support (EBS)
- System-level school changes to ensure long-term implementation
- Administrative policies clarification

Contact Information:

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www.4j.lane.edu/schools/middle/kennedy.html

Demographic Information:

- Middle school, grades 6-8
- 580 students
- 134 low income families
- University town, 2 hours from Portland

A few years ago Kennedy Middle School started noticing increases in the number of office referrals, and an increase in students exhibiting antisocial and aggressive behaviors at school. The staff mobilized to respond, convening a number of meetings to establish goals for addressing the needs of at-risk students and the school as a whole. The staff used a deliberate process in selecting and implementing programs that would meet their goals of reducing aggressive behavior while increasing prosocial behavior, and that had research and data proving effectiveness in use elsewhere.

The school first implemented Second Step, a universal curriculum designed for school-wide use. It addresses violence prevention through developing empathy, problem solving skills, and anger management techniques. In addition, the staff adopted the Effective Behavior Program (EBS), a more intensive intervention program that provides support for students with chronic behavior problems. Plans for long-term implementation focused on: establishing a priority for change, team-based collaboration, visible administrative leadership and support, including everyone in the implementation process, and providing needed resources, including intensive training for all staff. Clarification of administrative procedures for students and staff have been made as well.

The data are encouraging: in the first year alone, 33% of students report using Second Step strategies in their own lives, and disciplinary referrals have decreased by 25%. Staff members confirm these changes in student behaviors and attitudes, and report an increase in taking more problem-solving oriented approaches to solving conflicts.

Intermediate School 218 - Brooklyn, NY**School Safety Focus:**

- School security (includes video monitoring)
- School wide violence prevention approach that includes conflict resolution curriculum and peer mediation
- Staff behavior Modification training
- Alternative team approach for high-risk students
- Community involvement
- Saturday program
- Parent workshops

Contact Information:

Intermediate School 218
Ron Attivissimo, Principal
370 Fountain Avenue
Brooklyn, NY 11208
Phone: (718) 647-9050
Fax: (718) 827-5839

Demographic Information:

- Grades 6 - 8, apartial magnet school with students in the health profession
- 65% African American, 32% Hispanic, 3% Asian
- Urban

Working with the school's PTA, the school developed a series of parent workshops were developed to help identify necessary student health education and services as well as to identify how the school can reinforce positive attitudes and healthy behavior. This input helped shape a health curriculum that focuses on violence and substance abuse prevention.

The school utilizes a comprehensive approach to school safety. Six security officers monitor the school's physical security and its surrounding perimeter. Video camera monitoring is also conducted. Comprehensive health curriculum (REACH for Health) focusing on violence prevention and substance abuse has been developed by the Education Development Corporation and is primarily provided to the school's magnet student body. This curriculum includes classroom and community youth service. In addition, peer mediation is offered to the entire school while a specified number of students, staff, and parents are trained as mediators. The staff are also provided with behavior modification support, primarily focusing on classroom management, through a mentoring of first year teachers with close supervision by grade level Deans and Supervisors. The school also offers a transitional self-contained alternative education classroom for identified high-risk students. The class has two teachers and has approximately fifteen students at a given time. Students receive specialized attention for a duration of about 15-30 days in order to transition successfully back into the regular class structure. The school works closely with local police and housing authorities in order to strengthen school and community safety including an advisor/advisee program and in-class police safety programs.

Evaluation data is coming on suspensions reductions and academic improvement.

McCormick Middle School - McCormick, SC**School Safety Focus:**

- School-wide anti-bullying program
- Character Education
- Conflict resolution
- Mediation

Contact Information:

Dr. Jim Nolan, Principal
McCormick Middle School
801 Carolina St.
McCormick, SC 29835
(864) 465-2243
Fax: (864) 465-3300

Demographic Information

- Grades 5-8
- 400 students, 80% African American,
75% low income families
- Rural

A few years ago, because of concern about high incidences of bullying behavior at the school, the McCormick Middle School instituted an anti-bullying program, based on a model program funded under a grant working with six other rural school districts. An initial survey of all students and teachers statistically verified the concerns about bullying.

The program implemented was named "Students Against Bullying" by the students themselves. Start up activities included staff meetings and in service training for all teachers, establishment of a steering committee including teachers and counselors, and involvement of parents through committee membership and communication sent home. For two years, the activity was intense with student training sessions every two weeks as well as administrative policy changes to support changed student behaviors. As an outgrowth of the anti-bullying focus, character education, conflict education, and a mediation program are now in place. All students are involved in these activities. The efforts focused solely on bullying are less intense, but follow-up on the original program continues.

The Administrator reports that McCormick is a different school today. The school's strict rules regarding not touching each other inappropriately, and showing respect to each other have cut out much of the shoving, pushing, and bullying behavior of the past. Statistics show that bullying incidents have reduced by 22%.

Roth Middle School - Dayton, OH**School Safety Focus:**

- PACT Program
- Strong support personnel
- Administrative approaches including shared decision-making; team structure; block scheduling

Contact Information:

Roth Middle School
Fay Day, Principal
4535 Hoover Ave.
Dayton, Oh. 45417
(937) 268-6754

Demographic Information

- Middle School, grades 7-8
- 600 students, 75% African American, 25% Caucasian
- Low income
- Urban

Roth Middle School is part of the Dayton, Ohio School System in which all the schools in the district qualify for Title I funding because of the education and economic disadvantages of the student population. Violence has been a growing concern for the district, including the carrying of weapons to school, and high expulsion and suspension rates. Since 1992, all middle and high schools have had metal detectors. In 1989, PACT (Positive Adolescents Choices Training Program) was initiated, in cooperation with Wright State University. This violence-prevention program is directed specifically at middle school African-American youth. It has been in place at Roth Middle School since 1990.

Roth Middle School has a comprehensive approach to school safety that includes specific administrative approaches, a strong student support system, and several specific programs including PACT. The administrative approaches include an emphasis on shared decision-making which ensures staff participation in management decisions; and a team structure which ensures that the same team of teachers gets to know their students well and has common planning time to work on coordinated teaching strategies. A part-time social worker and the school psychologist provide high quality support services to students and their families. PACT focuses on the development of social and anger management skills in order to provide students with alternatives with which to solve interpersonal problems. Teachers are asked to refer students to the program, which meets twice a week for a semester. The sessions are scheduled in the special subject block so that students do not miss academic classes. About 50 students are served each semester. Follow-up with these students is built in to the overall plan.

PACT has been regularly evaluated since its inception in 1989. A 1992-1993 outcome study showed that PACT participants demonstrated a 50% reduction in physical aggression at school, had 50% fewer overall and violence-related juvenile court charges than a nontrained control group, and maintained behavioral improvements beyond participation in the program.

G. Holmes Braddock Senior High School, Miami, FL**School Safety Focus:**

- Safety lessons infused in curriculum
- Student run initiatives
- Student Case Management System
- Targeted programs for at-risk youth
- School Resource Officers

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Miami, FL 33185
Paul Merker, Asst. Principal
(305) 225-9729, ext. 213
Fax: (305) 221-3312
<http://deps.dade.k12.fl.us>

Demographic Information:

- High School, grades 9-12
- 5,200 students; 42% low income families (1998-99)
- 80% Hispanic, 6% African American, 12% Caucasian
- Urban

In 1994-95 this 5,200 student magnet school for mathematics, science, and engineering had 2,607 confrontational/violent or drug-related incidents. While the *Miami Herald* called the area near campus "cocaine alley," parent and teacher complaints resulted in more referrals than the administration could handle. Deciding to take action, the School Advisory Committee (later the Educational Excellence Committee) created a multifaceted School Improvement Plan (SIP) which aimed for at least a 5% yearly decrease in confrontational/violent or drug-related incidents.

Braddock's program is multifaceted. To reach out to all students, safety and anti-substance use lessons are infused in the basic curriculum and several electives. Students also have opportunities to get involved in reducing crime through the Challenger Council (a student court which adjudicates discipline referrals for conduct violations), Youth Crime Watch (a peer education program to teach prevention strategies), and Challenger Patrol (a program to increase safety and responsible behavior). Transgression reports and information on referrals are kept in a computerized student record, the Student Case Management System. Counseling on drug use, law enforcement, discouraging trespassing, and improving relations between police and students are provided by two School Resource Officers. For students with special needs there is an off campus alternative school, a program for students at-risk of dropping out, and a Juvenile Assessment Center which gives alternative sanctions and treatment for first-time felony and misdemeanor offenders. Braddock is also well supported by parents, community groups, and local businesses.

From 1994-95 to 1996-97, total incidents dropped from 2,415 to 1,718, disruptive conduct incidents dropped from 806 to 559, defiance of school authority dropped from 1,200 to 938, vandalism from 36 to 14, fights from 165 to 113, and narcotic possession/use from 48 to 33. After surveillance cameras were installed in difficult to monitor areas in 1997-98, vandalism dropped 95% almost eliminating graffiti in halls and staircases.

West Mecklenburg High School, Charlotte, NC**School Safety Focus:**

- SARA
- Youth empowerment
- Problem-solving curriculum

Contact Information:

Gary Evans, Principal
Patty Hartsell
West Mecklenburg High School
7400 Tuskaseegee Rd.
Charlotte, NC 28214
(704) 343-6080
Fax: (704) 343-6079

Demographic Information:

- 57% Caucasian, 41% African American
- Urban

In 1992, the Charlotte Police Department responded to 1,409 incidents in the city's eight high schools. Most of the calls were for disturbances, disorderly persons and fights, accidents, and general assistance; occurrences that have been found to contribute to a sense of an environment being unsafe. In 1993, the Police Executive Research Forum (PERF) began working with administrators at the West Mecklenburg High School to implement and evaluate PERF's School Safety Program. This school was chosen because its leaders supported the extensive teacher, police, and student involvement which this initiative requires.

At the heart of the School Safety Program is the SARA (Scanning, Reanalysis, Response, Assessment) model for police problem solving. SARA is infused as a problem solving component into the required, 11th grade course on government and history. The class becomes a problem solving group with a group leader. Students are taught to identify, analyze, and solve problems and were then empowered to apply their knowledge to their school. With support from teachers and the police, students have identified specific crime, disorder, and fear-related problems, analyzed them, and suggested solutions to school administrators. After implementation of a solution, students assessed its effectiveness. For example, one group of students addressed fighting in the cafeteria by analyzing where and why fights occur, and then redesigning the manner in which students are served. The school-based problem solving groups have two purposes: to change attitudes and/or behaviors, and to empower participants to serve as change agents. Through this process, students can accept responsibility for their school environment, help to reduce crime and disorder, and improve school climate.

The results at West Mecklenburg High School were very encouraging. By the end of the project year, the number of students who were afraid that someone would hurt or bother them decreased by more than 40%. School administrators reported a 29% reduction in incidents requiring student suspension (including 70% fewer student-to-student conflict suspensions) and the number of students who felt they had to stay away from certain areas of the school dropped from 27% to 16%. Plans are underway to replicate the program in several school districts across the nation.

Riverhead High School - Riverhead, NY**School Safety Focus:**

- Comprehensive and systematic planning of strategies applied to school violence
- Three major components:
 - Interdiction (Management of Risk)
 - Intervention
 - Prevention
- Part of School District Anti-Violence Project, contract with consulting firm

Contact Information:

Edward J. Swensen, Project
Manager, District and School
Safety Services, Inc.
135 Fourth Street
Greenport, NY 11933
(516) 477-0180
Fax: (516) 477-5081
dsss@ieaccess.net

Demographic Information:

- High school, grades 10-12 (check)
- 1145 students, 32 African American, 5% Hispanic, 2% Asian, 61% other
- East end of Long Island; suburban

Dr. Robert J. Holmes, Superintendent
Riverhead School District
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Prior to 1995, Riverhead High School was the scene of increasing incidents of violent and disruptive behavior. During the spring of 1993, 25% of the school population received an out-of-school suspension for causes including truancy and class cutting, fighting, weapons possession, assault upon teachers and students and drug possession. During the 1993 school year there were 17 assaults on teachers by students. Attendance rates had decreased by 3%, and class cutting had increased by 2%. Community and parental concern were increasing. The school district contracted with the District and Schools Services, Inc. consulting firm to implement a comprehensive and systematic program to eliminate school violence and disruption. One of the first steps was to conduct a data-based needs assessment.

The Riverhead Anti-Violence Project is comprehensive and focuses on establishing a structured environment for violence mitigation. It recognizes that ownership of the problem is shared, and training is important. The model is built on three major components. Interdiction or Management of Risk addresses policies and procedures, including administrative practices, use of security staff, facility analysis and changes. Intervention efforts focus on the students who will not conform with school policies and regulations. They include the alternative school, counseling, and mediation. Prevention efforts include programs that are integrated into the regular curriculum and include mentoring programs, anger management and bias reduction programs, career path education, and value, virtue and justice curriculum units.

First year results include the following: fights decreased by over 68%, assaults by 66%, assaults on teachers by 100%, display and threat to use a weapon decreased by 63%, refusal to follow teacher direction decreased by 93% and incidents of harassment decreased by 42%.

Westerly Public Schools - Westerly, RI**School Safety Focus:**

- Comprehensive approach includes:
 - District-wide administrative policy revision
 - Prevention programming
 - Academic and behavioral intervention strategies
 - Targeted intervention with high-risk population
 - Intensive staff training
 - Commitment to serving all students

Contact Information:

Westerly School Department
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Westerly, RI 02891
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Westerly School Department
Mark Hawk, Director of Special Education
44 Park Avenue
Westerly, RI 02891
Phone: (401) 377-8115

Demographic Information:

- Pre K-12
- 3,600 students - 95% Caucasian, 5% Other
- Southern Coast of Rhode Island - serves district of Westerly, RI (Small urban)

In the late 1980s complaints to the Office of Civil Rights concerning educational rights for students with disabilities had exceeded one-hundred. As a result, Westerly evaluated what its needs were, district-wide, and implemented intensive, ongoing staff development and collaborative team teaching to provide educators with the skills needed to meet the goal of educating as many students as possible. Using data-driven, consumer-oriented techniques, they restructured the schools as well as the district and building policies and programs to reflect a commitment to the needs of each individual student, provide prevention and intervention when needed; and offer targeted interventions for students with more serious needs.

Westerly created a continual system of care with a coordinated program of service delivery, incorporating many components. To serve their students with behavioral needs, the elementary and middle schools established planning centers staffed by a counselor or teacher. Any student may select to go to a planning center for a period of the day to work on academic work in its structured setting or to "cool off" and work through a problem if he or she is angry. The high school houses the Westerly Integrated Social Services Program (WISSP), which helps students and their families access community services they need to be healthy and successful.

Westerly's efforts have paid off in a suspension rate nearly six times smaller than the State figure (.038 compared to .232). Similarly, those figures are also lower in comparison to two demographically similar towns in Rhode Island. Implementing this integrative and comprehensive approach to educating its students has also led to improved grades, achievement, and attendance of students with emotional or behavioral problems, as well as to decreased disciplinary referrals.

Minnie Howard School - Alexandria, VA**School Safety Focus:**

- Democratic approach among school and staff
- Clear administrative policies and procedures
- Alternative team structure for high risk students
- Anger management curriculum integration
- Parent/guardian visitation

Contact Information:

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Demographic Information:

- 9th grade school
- 720 students - 55% AA, 15% Caucasian and others, 30% Hispanic
- Suburban/urban

Six years ago Minnie Howard School was confronted with the challenging task of organizing a learning environment under one roof that would serve all of Alexandria's 720 ninth graders - a racially, ethnically, and economically diverse population. This student population's profile includes some of the highest contributing factors to being "at-risk" of all of Virginia's urban youth as well as college bound academically oriented students. As part of this diversity, the school's administration recognized that annually a group of students entering the 9th grade were not equipped to operate in the standard ninth grade class and were at risk of dropping out and behavior problems.

The objectives of the school are met through a commitment to democracy: an egalitarian framework that encompasses students and staff. Clear administrative policies and procedures are in place that sets standards and expectations. Building security is enhanced through the hiring of hall monitors who are individuals from the community and are generally known by the students. An alternative team was also initiated for the population designated as at-risk with the objectives to: teach students the skills and content of courses with a high degree of individualization and addressing demonstrated skill development gaps; infuse violence prevention strategies into the curriculum of the core classes; provide an appropriate and welcoming climate for improving students' motivation to attend school and prevent their decision to drop out; provide genuine school-to-work transition opportunities for each student; deliver parent education and support in the homes on a regular basis; prepare student for success in high school; and provide services in a cost effective manner. The alternative team structure meets these objectives through: student profiling and recruitment of students who are designated as at-risk of not graduating from high school and demonstrating behavior problems; providing smaller class sizes and fewer courses; increasing individualization of programs; making available a crisis resource person; and enhancing attendance monitoring. In addition, these students receive exposure to anger management competencies that have been integrated into the alternative team's curriculum and are part of a program that provides graduate school counseling interns for home visitations in order to increase school/home relationships and provide constant updates on the students progress.

Minnie Howard success over the years is epitomized by the 1998 Award of Virginia's Outstanding Secondary Principal of the Year Award. This leadership is supported by a well organized central administration led by the Superintendents's office. After the 1997-98 school year, 66% of the students in the alternative team earned promotion to the tenth grade - 52% to the feeder high school and 14% to an alternative environment. Data from the preceding year are similar, with 52% earning promotion to the feeder high school.

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