

● Leanne A. Shimabukuro

06/11/98 02:10:09 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

Subject: FYI-- draft radio address

----- Forwarded by Leanne A. Shimabukuro/OPD/EOP on 06/11/98 02:14 PM -----



Jeffrey A. Shesol

06/11/98 01:37:55 PM

Record Type: Record

To: Leanne A. Shimabukuro/OPD/EOP

cc:

Subject: Re: rough draft of the one (really one and a half) pager 

This has Ann's and your changes incorporated.

Draft 06/11/98 1:30pm

**PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON CHILDREN AND VIOLENCE
June 13, 1998**

This weekend, I will meet with families in Springfield, Oregon -- families whose lives, just a few weeks ago, were irreparably changed by a 15-year-old boy with semi-automatic weapons. We will speak, no doubt, of pain and sadness, and of the senselessness of such acts. And I am sure we will reflect, as Americans often have in recent months, on similar incidents in Paducah, Kentucky; Jonesboro, Arkansas; Pearl, Mississippi; and Edinboro, Pennsylvania. This litany of loss is becoming familiar to every American, and is growing longer. As a nation, we must think long and hard about what we can do to stop this violence and save our children.

School shootings do not occur in a vacuum. They are, in part, symptoms of a culture that glorifies violence. It is no wonder our children are increasingly numb to violence -- they see it everywhere, from TV screens to movie screens to computer screens, and hear it blasting from stereos. When killing is offered up as family entertainment; when conflicts are resolved

not with words but with weapons, we cannot be surprised when violence erupts in peace-loving communities like Springfield.

We are long past the debate on whether culture makes an impact. Of course it does. And that means those who create that culture have a responsibility, and must answer to it. So do all Americans -- a responsibility for what our children view and listen to. And we have another important responsibility: to remember that unsupervised children and guns are a deadly combination. Parents cannot permit easy access to weapons that kill. And if groups like the NRA wish to rehabilitate their image, as they have expressed, then they, too, should get serious about gun safety. There is important work to be done for America's children.

That is why, for more than five years now, our administration has worked hard to protect young people. School security is tighter; prevention is better; penalties are tougher. We have promoted discipline with curfews, school uniforms, and anti-truancy policies. And we will continue to show zero tolerance toward guns in schools: during the 1996-1997 school year, our policy led to the expulsion of nearly 6,100 law-breaking students and the prevention of countless acts of violence like the one in Springfield.

This year, Congress has an opportunity to further protect America's children by passing the juvenile crime bill I have proposed. It will ban violent juveniles from buying guns for life and take other important steps. Congress can also give communities much-needed support: I have proposed that in our balanced budget, \$95 million be allocated to the prevention of juvenile crime. Congress must make this investment, and stop violent outbursts before they start.

In Springfield, and in far too many recent cases, troubled children announce their intentions before using guns at school. We have learned that these chilling claims can be more than idle talk. To help parents and educators understand the signs and respond to them -- before it is too late -- I am today directing the Secretary of Education and the Attorney General to work with school officials and law enforcement to develop an early warning guide. It will be available to every school in America when classes start this fall, and will help adults reach out to troubled children quickly and effectively.

In communities like Springfield across our nation, families are resolving to make America's schools, and streets, safer for our children. As individuals and as a nation, we must rededicate ourselves to teaching our children right from wrong and resolving conflicts peacefully. In this way we will build a better, safer future for all our children -- a future free of fear and full of promise.

Keeping Our Schools Safe

June 13, 1998

Announcement: In his radio address to the nation, the President directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth that can lead to school violence. The guide will be made available to all schools nationwide when classes begin in the fall.

Helping Principals and Teachers Respond to the Early Warning Signs of Troubled Youth.

In an ongoing effort to provide communities with the tools they need to keep their schools safe, the President called on the Secretary and the Attorney General to work with school and law enforcement officials to develop a guide on the early warning signs of troubled youth. The guide will:

- 1) Help schools identify the the early signs that can lead to violence. Prior to engaging in violent behavior, young people often give warning signs before acting. Some of the signs include: obsessive preoccupation with death and violence, emotional outbursts, attempted suicide, threats of violence, and drug use. The signs become more lethal when youths have access to guns, explosives, and other weapons. The guide will provide faculty with information about the signs exhibited by troubled children, and help place universities and technical assistance centers at the disposal of schools for further information.
- 2) Recommend actions schools can take when students engage in violent behavior. Once the warning signs have been identified or after violence has occurred, schools need to be given the tools to respond. The guide will contain recommended crisis intervention plans to help schools react appropriately to student threats and violent acts. In addition, the guide will develop a network of information resources for schools and parents to help them quickly obtain professional assistance when they need it.

Pushing Congress to Enact Comprehensive Juvenile Crime Legislation and Funding.

Children need to be safe not only in their schools, but also in our communities. To this end, the President challenged Congress to pass his comprehensive youth violence bill, which would add prosecutors and probation officers, stiffen penalties, and bar violent juveniles from buying a gun for life. The President also urged Congress to fund his \$95 million At-Risk Youth Initiative so communities can invest in truancy, after-school and other prevention programs for our youth.

On Ongoing Effort to Improve the Safety of Our Schools:

Community Policing and School Safety. In March, the President announced \$17.5 million for a new innovative community policing program to reduce school crime.

Annual Report on School Safety. At the President's directive, the Attorney General and Secretary of Education will issue an annual report that principals and parents can use to address their school crime problems. The report will include national school crime data, successful strategies to reduce school violence and a local safety checklist for parents.

Draft:
Kevin Sullivan

Outline for POTUS Radio Address on School Violence

1. Earlier this week the teachers, police officials and town officials from Springfield, Oregon, Pearl, Miss. Jonesboro, Ark, Paduach, Kentucky and Edinboro, Pa gathered in Memphis Tenn to support and learn from each other.
2. These five communities have had to deal with awful tragedy of young people killing young people in our schools. They have had to endure a tragedy that few communities had ever had to endure.
3. As Bill Morrisette, the Mayor of Springfield, Oregon said " we are realizing now it can happen anywhere....the little time bombs are out there ticking, waiting to go off."
4. These communities need to heal and we will do all we can to help them in that process. Earlier today I met with the families from Springfield. I wanted to tell that they are not alone, that America is with them.
5. We can do our part to help them in the immediate and for the long term. In the immediate I have directed Secretary of Education Riley to provide Springfield with \$ xxxxxx for continued crisis counseling.
6. We also need to look beyond the immediate. Ninety percent of our schools are free of serious violent crime. But every violent crime is serious to me and especially those acts of violence that lead to the death of any school child.
7. We know how to make schools safe through program of early prevention and intervention. Waiting for a young person to pick up a gun is much too late. Earlier this week Secretary of Education Riley outlined a series of steps that the Administration will be taking to make sure our public schools even safer. Let me describe several of them in greater detail.
8. First, we want to help schools and communities understand the early warnings signs that a child is truly troubled and is going down the road to violence. This is why I have directed the Attorney General and the Secretary of Education to bring together experts to develop a guide that will give teacher and principal early clues that a child is showing those behaviors that can lead to violence.
9. We must be very careful not to over label or stigmatize young people. Too often in the past minority youth have suffered the consequences. But research does exist that tells us when a child is showing very dangerous anti-social behavior and teachers need to be aware of how they can get help.

10 Insert the specifics of what will be in the guide. .

11 I have also directed the Attorney General and the Secretary of Education to develop a "crisis management" model that schools and communities can use to respond to future emergencies.

12. At the same time, we have to take swift and certain action to make sure that a young person who is expelled from school for bringing a gun to school just isn't expelled to the streets. This is why Secretary Riley will begin a major review of alternative schools.

13. Communities can help themselves as well. I am asking every community in America to develop a community "Help Book." Too often when a family is struggling with a difficult child they have no idea of where to turn for help. A "Help Book" can provide the answers, and one telephone call may be the start of saving the life of a young person and others.

14. The Congress must also act. I urge the Congress to pass needed legislation that can make a powerful difference in helping our schools stay safe.

15 A \$95 million juvenile justice bill has been stalled, delayed and mishandled and the Congress needs to refocus this important legislation to emphasize prevention and early intervention.

16. We also know that schools that are less crowded, where teachers can give more individual attention to children can make a powerful difference, and that quality after-school programs make a powerful difference. Young people who get into trouble most often get in trouble when they are alone after school. And when a child is too alone and becomes disconnected from an adult that can spell real trouble.

would go into regular classrooms with their peers after one year of intensive English instruction. California districts have 60 days to make the change, but several organizations have filed a lawsuit to stop the measure.

Whatever method they choose, public schools must educate growing numbers of children who speak little or no English.

California has 1.4 million students with limited English skills, most of whom speak Spanish. That is followed by Texas with 447,343, according to the Texas Education Agency.

In Fort Worth, the number has grown from 6,292 in 1983 to 18,470 students last year who spoke limited English. Arlington has 5,359, a dramatic jump from 319 students in 1983. Irving, Birdville and Hurst-Euless-Bedford districts also provide bilingual education, reflecting a need in the student population for language help.

Of the 18,470 Fort Worth students with limited English skills in the 1997-98 school year, about 7,000 were in bilingual classes, said Chris Criswell, director of Fort Worth's student placement center.

About 10,600 were in ESL classes. And 870 were in mainstream classes at their parents' request, Criswell said.

The state holds districts accountable for how well these students learn. They can be exempted from the English-language TAAS test for up to three years, but they must pass it to get their diplomas. Students who are exempted often take the Spanish TAAS, and those scores may be counted in rating schools next year.

"We just need to continue examining our programs and restructuring them to make sure we're meeting the needs of children so they can achieve academically," said Juanita Silva, associate superintendent in Fort Worth.

Compared with California, "We have more faith in our system and in our teachers," said Fort Worth school board member Rachel Newman. "I believe we can do it - we can help these children learn English earlier."

Sources on Bilingual Education

The National Clearinghouse for Bilingual Education - on the Internet at ncbe.gwu.edu or call (202) 467-0867

The Tomas Rivera Policy Institute at the University of Texas at Austin - (512) 471-2872, P.O. Box 8047, Austin, TX 78713-2872.

The National Research Council - on the Internet at www2.nas.edu/whatsnew/2652.html.

READ Institute - (413) 256-0034, P.O. Box 2428, Amherst, MA 01004-2428.

Michele Melendez, (817) 390-7541
PHOTO(S): Ron T. Ennis

53. Associated Press

06-10 5:45a

Parents, educators must watch for 'little time bombs,' mayor says

By WOODY BAIRD
Associated Press Writer

MEMPHIS, Tenn. (AP) - Residents of five small towns racked by fatal school shootings realized too late that troubled children can be "time bombs" ready to explode into violence, say participants of a conference on youth violence.

"We are realizing now it can happen anywhere. ... The little time bombs are out there ticking, waiting to go off," said Mayor Bill Morrisette of Springfield, Ore.

Morrisette joined about 50 representatives Tuesday from four other towns recently hit by school shootings to discuss ways to prevent similar incidents.

The law enforcement officers, educators and town officials were from Springfield; Pearl, Miss.; Jonesboro, Ark.; Paducah, Ky., and Edinboro, Pa.

On May 21, 15-year-old Kip Kinkel allegedly opened fire with a .22-caliber rifle in a crowded lunchroom at Springfield's Thurston High School, killing two students and wounding more than 20 others. He also is charged with killing his parents.

The meeting was organized in Memphis, picked for its central location, by Pearl Mayor Jimmy Foster and Bill Reisman, a specialist in antisocial behavior among children.

Reisman said preventing violence at school has to start at home with parents looking for warning signs of emotional distress.

Parents should know their children's bedrooms "like the back of their hand" and realize something may be wrong if they discover violent wall posters or books and records that champion antisocial themes.

"We've got parents who are afraid to go in their kid's bedroom because of a privacy thing. But when we go in that room after the fact, it's all there. The signs are all there," Reisman said.

After the Springfield shooting, authorities found information on bomb-making and several homemade bombs at Kinkel's home.

Meeting participants said teachers and other school employees, from coaches to bus drivers, also should be on the lookout for signs of trouble.

"English teachers need to be aware of the essays. Phys-ed teachers need to be looking for body mutilation indications, things like that," Reisman said.

The Rev. Fred Haustein of Jonesboro said his town is still struggling to deal with a shooting at a middle school in March in which four students and a teacher were killed. Two boys, ages 11 and 13, are charged with the attack.

"We wonder how could this have happened in our midst, but we realize what happened is not just our problem. It's a problem of our whole society," Haustein said.

The meeting was closed to the media, but Reisman said participants, sometimes in tears, talked about the pain the shootings caused their communities.

In general, the group decided that all schools, even those in small towns, should pay more attention to security and emergency plans for working with police and hospitals, Reisman said.

They also should place more emphasis on counseling students and teaching them ways to solve their problems without violence. Stronger gun-control laws may

be needed to keep firearms away from youngsters, the group decided.

Reisman said his company,

Cornerstone Seminars of Indianola, Iowa, will use information gathered at the meeting to compile a report by the end of

the summer. He said he had not yet decided how the report will be distributed.

54. Associated Press

06-10 6:14a

Milton Hershey School to rid itself of weapons

DERRY TOWNSHIP, Pa. (AP) - Disturbed by recent school shootings, the Milton Hershey School is ordering house parents to remove weapons from their campus residences.

Some house parents have contacted their union about the new policy; others have gone to the National Rifle Association for help.

Prior to the policy change, announced to the staff last week, house parents and other tenants on the Derry Township campus had been allowed to store sporting weapons such as rifles and archery equipment in their apartments. Students have not been allowed to have weapons.

House parents reacted cautiously to the change but braced for a fight.

"It's being checked out now through our union attorney," said Sandi Strunk, president of the house parents' union.

"We don't want to say anything to make anybody mad," said Rick Sweigart, a house parent. "But this is a rights issue, we feel. Right now, everybody's waiting

to see what will happen."

He said some house parents have contacted the National Rifle Association.

An NRA spokesman said Tuesday the organization would examine the issue.

"It's a very complex situation," said Jim Manown. "You have the rights of law-abiding citizens . . . the school has rights, and there's also federal, state and local laws which apply."

Linda Miller, the school's director of communications, said the policy was approved as a safety measure.

"The best way to prevent someone from being shot is not having guns around," she said.

Milton Hershey School's student population is about 1,025. The children, considered financially and socially needy, board on school grounds and live in ranch-style residences with house parents. Eight to 12 students typically reside in a home.

Ninety-seven sets of house parents and 31 other tenants, including employees, live on school grounds,

Miller said. Housing is provided free to house parents as part of their compensation. The house-parents' apartments are separated from students' living quarters by interior doors that have locks.

No on-campus incident dictated the change, Miller said. But school officials were disturbed by shootings at schools in the past seven months that have killed more than a dozen students and a teacher, and wounded more than 40 others. Those incidents occurred in Edinboro, Erie County; Springfield, Ore.; Jonesboro, Ark.; West Paducah, Ky.; and Pearl, Miss.

House parents employed as of June 4 and residing in student homes have until Aug. 1 to remove weapons from their apartments. Other tenants have a similar grace period. Employees or others who obtain hunting permits for certain areas of school lands can carry sport weapons in those areas but nowhere else on campus.

55. New York Times

June 9, 1998

Giuliani Wants to Privatize Special-Education Screening

Forum Join a Discussion on What Are the Most Important Issues in Education?

By SOMINI SENGUPTA

In an ambitious effort to revamp one of the costliest items in the city school budget, Mayor Rudolph W. Giuliani intends to call on the Board of Education Tuesday to privatize the job of evaluating children who are referred by their teachers to special education, Board officials said Monday.

Currently, children referred by classroom teachers are screened by a

team composed of a psychologist, a social worker and a teacher trained in special education evaluation at each school. That system has long been assailed as being inefficient.

And the school-based evaluators have been criticized for rubber-stamping the teachers' referrals — a disproportionate number of whom are black and Hispanic boys with behavioral problems rather than serious physical or mental

disabilities — and consigning them to self-contained special education classes.

It was not clear Monday what kinds of savings the city expects to reap from the privatization plan, or what the school-based evaluation team would do if private psychologists were to take over the screening of students. Last night, both the Mayor's spokeswoman, Colleen Roche, and the Chancellor's spokeswoman, Chiara Coletti, declined

Fax for Kevin Sullivan - Important response to request

From Kevin P. Dwyer.

Very Rough Notes - just got home

Kevin,

I'm at home and the proposal is in the conference room over in Tysons Corner. I'm finishing it tomorrow afternoon

We are thinking that warning signs for this kind of violence are quit similar to those for those resulting in suicide.

These include:

Changes in activity, language and writings, withdrawal, emotional outbursts, suspiciousness and paranoid thinking (talk), obsessive preoccupation with death and violence in readings, writings, etc, loss of appetite, alcohol consumption or the use of inhalants, pcp etc, antisocial acts, sleeplessness, pacing, jumpy, secretive behavior.

Signals become more lethal (We do what is termed a lethality interview for such youth) when the plan is detailed and connected to real people, specific times and places. The level of lethality increases when the youth has a means to implement the plan - including the availability of guns, explosives, ability to make bombs, availability of knives and other weapons. The problem increases when the individual has a history of practicing violence (with others, in woods, at home) or has attempted suicide (yes it is a sign for violence). Youth who have tortured or killed animals are more lethal. Self mutilation is a factor. Youth who tell friends or make threats known in writing should be interviewed by school psychs or other like professionals. Youth who show the signs may carry out a threat when a relatively "small" stress or block to pleasure is evidenced - or when others are having very special fun/excitement without that individual. We need to do much more on this.

Our product will serve the following purposes:

1. Prevention by helping schools begin the year by starting to increase the faculty awareness of the individual children they serve. Provide faculty with information about signs that children show that may suggest stress and poor coping skills. Provide schools suggestions for deployment of professionals to faculty (as available) for face-to-face consultation for concerns faculty may have about individual children who may fit the criteria. Provide consultants with tips to avoid discounting and to reinforce teacher's voicing concerns. Involve parents when risk factors warrant - as determined by skilled professionals (counselors, school psychs, school social wkrs, other skilled professionals in school or community). Provide support and referral when necessary.

2. Provide models of school-wide prevention programs that work and methods to implement such models in each school (as resources allow). Many components of effective programs such as in-school teacher mentors, school-within-a-school teaming, teacher support teams using staff mentioned above and problem solving curricula can be implemented with minimal cost or thru redeploying existing resources. Family training and involvement programs are also cost effective - and families want them! Provide the implementation steps required and the resources needed for different school-wide prevention/interventions. Included in this information will be the concept of school-wide programs that help children problem solve and mechanisms for improving a caring positive school climate. This is PRIMARY PREVENTION.

Addressing the psycho-social, behavioral and learning needs of children at risk is more costly but not outlandish. This is SECONDARY PREVENTION. Addressing the clearly disturbed and predictably dangerous youth is TERTIARY PREVENTION. Tertiary prevention is what we do with those who are threatening or who show signs of lethality. Schools that do all of these things will reduce their chances of having violence be it in the city or rural areas. Not fool proof!!!!

3. Provide network of information resources for schools to access thru phone, fax and e-mail. Place several (volunteer) university and TA centers at the disposal of schools for contact information. There will be limits to these resources but much will be provided on existing websites. (Another reason for the e-rate!!)

4. Provide recommendations for crisis intervention plans to address actual threats and acts - hopefully failed - to address whole-school, community & policymakers.

5. Provide professional staff assistance in planning ways to help youth share information with trusted adults about friends at risk who share secrets of violence or suicide. This is a long-term process and will require work with some youth focus groups.

Provide media information about dangers of coverage that can produce added post-traumatic stress on survivors and possible copy-cat acts.

Children, particularly preteens can be confused about how to respond to life's serious stressors. Marital tension, parental or sibling death, serious illness in the family and dramatic financial loss can overwhelm many children.

Less stressful every day "normal hassles" such as situational school problems, threats to friendships or simple family conflicts or social embarrassment/disappointments can explode into severe stress reactions when added to serious stressors.

Stress is exacerbated by unfamiliar & unpredictable situations; unclear or unrealistic expectations; fear of pain; fear of failure; moving, leaving home.

Stress is cumulative and progressive.

Children develop unique responses to stress. Symptoms of stress can be similar to sickness - irritability, remarkable over-reactions to minor requests or hassles; sleeping and eating difficulties; fearfulness; paranoid thinking and talk; increased attention seeking behavior; isolation, retreating to room; school refusal, changes in quality of work. If your child begins to be irritable or quick to verbal anger or destroys things, punches holes in the walls, hurts animals - get help from a professional such as a school counselor or psychologist - or consult your private service provider.

Always seek help if the symptoms persist for more than a week or run in increasingly frequent cycles.

Parents: Avoid undue expectations on your child when family is in serious stress.

Listen to your child when her or she shares stressful events.

Provide extra attention to your child before stress overwhelms.

Help your child problem solve.

Rehearse stressful situations you know are coming up to reduce the shock.

Secrets about stress can backfire.

Be aware of "irrational thinking" about others causing failure. A preteen who talks aloud to self, about stressful issues and seeks angry solutions need help as soon as possible.

Teachers: Listen to students. Be aware of dramatic changes in behavior, school work, homework. Be alert to the "What if a student wanted to punish others for bullying... for being too strict...for not understanding..." kind of question posed in writings or aloud.

Listen to your students' worries about others. "He's thinking weird stuff..."

What can therapy do?

Help your child gain a sense of mastery and healthy control.

Develop safe expressions of feelings.

Replace distorted thinking with reality-based thinking.

Develop new ways to get needs met successfully and appropriately.

When your child is angry - Try to work with others to discover what is behind the anger.

Anger is based on other feelings and fears. The most aggressive children fear aggression of others. Anger is a defense. Others may be angry because they have been embarrassed or because they are afraid of becoming subject to rejection by others important to them. Anger can result from a barrier or block to pleasure, jealousy, disappointment.

Parents and teachers can help children connect verbally with their feelings behind the anger. Teach them that their feelings matter to you. Teach younger children to "stop and think" and problem solve. Guide the child to find a reasonable solution (choices) to their frustration. Follow with praise for your child's not blowing up. Catch children using good problem solving techniques and let them know.

For young children teach them "I can problem-solve" techniques. I'm feeling frustrated - what's the problem - what are my good options and choices - I choose one and try it out - if it doesn't work I try another or seek help - how did it work? I'm OK.

Very Aggressive Children (teens and preteens)

Disturbing behavior patterns

Little empathy in most situations

Limited insight that behavior is inappropriate or wrong- as he/she sees it.

Little or no remorse

Unprovoked aggressive most of time

Use aggression to get personal needs met - money, sex, etc

Destructive

Deceitful

Engage in high risk behaviors that are equally dangerous to self

Use drugs/alcohol

Force used for sexual pleasure

Significant academic difficulty - undiagnosed disabilities

Cannot maintain friendships outside dominate relationships or gangs

Suicidal

Early years - aggression in daycare, siblings or playmates

- persistent refusal to obey adult limits & tantrums

- difficulty sharing or playing with others

- inappropriate affect when others are hurt

- stealing & destruction of property/toys

Interventions require intensive training by professionals helping teachers and parents find the purpose of the behavior and use behavior training to replace the aggression with socially appropriate behavior. Teach empathy and self evaluation of behavior. Assure appropriate educational support and medical interventions when necessary.

Skill training (child, parents & teachers) to improve anger management and problem solving in a reinforcing environment.

Children under siege.

Some children respond as if they are constantly under siege. A normal correction are taken as deliberate hurtful actions by the parent or teacher. Such children are suspicious of the motives of others particularly those in authority. There is a serious lack of trust for adults. The child perceives himself as bad and different. Shock may get the attention of others since nothing else seems to work. Every time the rage happens and the reaction is punishment the child is reaffirmed that his thinking is correct.

The answer is to intervene before the blow-up. offer a safe place out of class to reduce stress. Reflect feelings and the situation. Find positives - redefine strengths for problem solving - explore options - select and plan a solution, plan for implementation and try



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO:

Lee Anne
Mike Cohen

PHONE:

FAX:

FROM:

Kevin Sullivan

PHONE:

401-0831

FAX: (202) 401-0596

PAGE(S) TO FOLLOW:

5

MESSAGE:

These are notes from
Kevin Dwyer, De Wat
Assoc of School
Psychologist of what
an early warning guide
would include

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Stress is cumulative and progressive.

Children develop unique responses to stress. Symptoms of stress can be similar to sickness - irritability, remarkable over-reactions to minor requests or hassles; sleeping and eating difficulties; fearfulness; paranoid thinking and talk; increased attention seeking behavior; isolation, retreating to room; school refusal, changes in quality of work. If your child begins to be irritable or quick to verbal anger or destroys things, punches holes in the walls, hurts animals - get help from a professional such as a school counselor or psychologist - or consult your private service provider.

Always seek help if the symptoms persist for more than a week or run in increasingly frequent cycles.

Parents: Avoid undue expectations on your child when family is in serious stress.

- Listen to your child when he or she shares stressful events.

- Provide extra attention to your child before stress overwhelms.

- Help your child problem solve.

- Rehearse stressful situations you know are coming up to reduce the shock.

- Secrets about stress can backfire.

Be aware of "irrational thinking" about others causing failure. A preteen who talks aloud to self, about stressful issues and seeks angry solutions need help as soon as possible.

Teachers: Listen to students. Be aware of dramatic changes in behavior, school work, homework. Be alert to the "What if a student wanted to punish others for bullying... for being too strict...for not understanding..." kind of question posed in writings or aloud.

Listen to your students' worries about others, "He's thinking weird stuff..."

What can therapy do?

Help your child gain a sense of mastery and healthy control.

Develop safe expressions of feelings.

Replace distorted thinking with reality-based thinking.

Develop new ways to get needs met successfully and appropriately.

When your child is angry - Try to work with others to discover what is behind the anger. Anger is based on other feelings and fears. The most aggressive children fear aggression of others. Anger is a defense. Others may be angry because they have been embarrassed or because they are afraid of becoming subject to rejection by others important to them. Anger can result from a barrier or block to pleasure, jealousy, disappointment.

Parents and teachers can help children connect verbally with their feelings behind the anger. Teach them that their feelings matter to you. Teach younger children to "stop and think" and problem solve. Guide the child to find a reasonable solution (choices) to their frustration. Follow with praise for your child's not blowing up. Catch children using good problem solving techniques and let them know.

For young children teach them "I can problem-solve" techniques. I'm feeling frustrated - what's the problem - what are my good options and choices - I choose one and try it out - if it doesn't work I try another or seek help - how did it work? I'm OK.

Very Aggressive Children (teens and preteens)

Disturbing behavior patterns

Little empathy in most situations

Limited insight that behavior is inappropriate or wrong- as he/she sees it.

Little or no remorse

Unprovoked aggressive most of time

Use aggression to get personal needs met - money, sex, etc

Destructive

Deceitful

Engage in high risk behaviors that are equally dangerous to self

Use drugs/alcohol

Force used for sexual pleasure

Significant academic difficulty - undiagnosed disabilities

Cannot maintain friendships outside dominate relationships or gangs

Suicidal

Early years - aggression in daycare, siblings or playmates

- persistent refusal to obey adult limits & tantrums
- difficulty sharing or playing with others
- inappropriate affect when others are hurt
- stealing & destruction of property/toys

Interventions require intensive training by professionals helping teachers and parents find the purpose of the behavior and use behavior training to replace the aggression with socially appropriate behavior. Teach empathy and self evaluation of behavior. Assure appropriate educational support and medical interventions when necessary.

Skill training (child, parents & teachers) to improve anger management and problem solving in a reinforcing environment.

Children under siege.

Some children respond as if they are constantly under siege. A normal correction are taken as deliberate hurtful actions by the parent or teacher. Such children are suspicious of the motives of others particularly those in authority. There is a serious lack of trust for adults. The child perceives himself as bad and different. Shock may get the attention of others since nothing else seems to work. Every time the rage happens and the reaction is punishment the child is reaffirmed that his thinking is correct.

The answer is to intervene before the blow-up. offer a safe place out of class to reduce stress. Reflect feelings and the situation. Find positives - redefine strengths for problem solving - explore options - select and plan a solution, plan for implementation and try

**U.S. SECRETARY OF EDUCATION
RICHARD W. RILEY**

**SEVEN ACTION STEPS IN RESPONSE TO SCHOOL TRAGEDIES
ANNOUNCED AT
SAFE AND DRUG FREE SCHOOLS CONFERENCE
June 9, 1998**

1. Listening to Children

The Secretary of Education and the Attorney General will meet directly with children during the summer and through the school year

2. Effective Programs

Safe and Drug Free School Program is "redirected" based on new principles of effectiveness that go into effect on July 1, 1998

3. Shifting Resources to Prevention

The Secretary joins the Attorney General in calling for the Congress to fund prevention programs in proposed juvenile delinquency legislation.

4. Early Warning Signs

The Dept of Education and the Dept of Justice working with the National Association of School Psychologists will develop a guide for teachers and principals dealing with early warnings signs of troubled children

5. Linking Schools to Other Community Services

Working with the Surgeon General, the Secretary will seek to develop greater links between schools and mental health and other community services

6. Developing Model Crisis Management Plans

Working with the Dept of Justice the Dept of Education will develop a model "crisis" management plan for schools

7. A major study of alternative schools

The Dept of Education will develop a major study of alternative schools and other ways to turn around the lives of young people who are expelled from school.

Associated Press

June 9, 1998 Category: National

Education Sec. Tackles School Crime

By ROBERT GREENE

AP Education Writer, 4:49 p.m. EDT

WASHINGTON (AP) — With jabs at the National Rifle Association and Congress, Education Secretary Richard Riley said Tuesday that President Clinton's education agenda would help curb school violence. He also outlined efforts by the Education and Justice departments to deal with the problem.

In a speech, Riley urged lawmakers to pass spending increases for drug and violence prevention coordinators, delinquency and truancy prevention and after-school programs. He urged Congress to pass bills to improve literacy, build schools and hire more teachers.

"Schools are being asked to pick up the pieces" from a society that glorifies violence, accepts drugs and makes it easy for young people to get guns, Riley told a departmental conference on the federal Safe and Drug-Free Schools program. Although schools are generally safe, Riley said, a number of fatal shootings by youngsters have raised concern.

The issue has reached the upper levels of politics this congressional and

gubernatorial election year. Clinton's pollster, Mark Pann, said last week that Democrats are perceived as strong on education but weak on crime, making school safety a "key battleground." The Republican Party, meanwhile, is planning to announce a schools agenda June 19 that stresses codes of behavior, witness protection and giving teachers more power to remove dangerous students from the classroom.

"Students can't learn when they're afraid and teachers can't teach when they're afraid," said party spokesman Mike Collins, who cited government statistics to show violence and threats are a daily fact of school life, not random occurrences.

Riley also struck back at actor Charlton Heston, newly elected president of the NRA, for his assaults on Clinton's character and record.

"If Charlton Heston and the NRA want to come into the 'mainstream of American political debate,' then they need to stop defining themselves as 'victims of media manipulation' and help keep our children from becoming victims of gun violence in our schools, in our

homes and in our streets," he said. "I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children."

Prisons are full of high school dropouts who cannot read, Riley said, yet Congress "continues to dilly dally and dawdle" rather than enact a 2-year old, \$2.4 billion proposal by Clinton to build a corps of reading tutors.

Riley said he and Attorney General Janet Reno would begin meeting this summer with young people to talk about violence and drugs. The two departments will develop a model for schools in small communities to deal with crises, such as shootings, after they occur. And the departments will create a guide, to be ready this fall, to help teachers and principals identify troubled children.

However, Riley warned, "we need to be very cautious about the idea of sorting our children and labeling them," saying that approach has hurt minority youth.

The department will look, with the surgeon general's help, for ways to improve links between schools and mental health facilities and see that schools hire more counselors. ■

**UNITED STATES
DEPARTMENT OF EDUCATION**



NEWS

Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

Safe and Drug Free Schools Conference
Washington, D.C.,
June 9, 1998

RECONNECTING WITH OUR CHILDREN AND KEEPING THEM SAFE

I want to thank all of you for coming to this important conference and for your personal commitment to the children of America. I know that each and every one of you is making a sacrifice to do the jobs you do. That, to my way of thinking, is the very essence of patriotism and what it means to be a good American.

Yesterday, I went to New York at the request of the President and joined Attorney General Reno, General McCaffrey and several other cabinet members as the President gave a very important anti-drug speech at the United Nations. The essence of his message was very simple—the United States will remain unrelenting in its efforts to stem the use and abuse of drugs. It is a message that needs to be heard again and again.

There is another message that our young people need to hear again and again and that is this—please, young Americans, please listen to me—violence is not the solution to any problem that you may have.

The recent wave of terrible killings in Springfield, Oregon; Edinboro, Pennsylvania; Jonesboro, Arkansas; West Paducah, Kentucky; Pearl, Mississippi, and other places have struck a nerve and sent a shudder of doubt throughout our great country.

Yet, I know that America's schools are among the safest places to be on a day-to-day basis because of your good work. Ninety percent of our schools are free of serious violent crime. We have millions of young people who are healthy and happy and want to learn.

I've met them and so have you. There are so many good kids all over America who really are the hope of the future. They are energetic, smart, creative, and they truly seek a moral dimension to their lives.

But as long as this society continues to glorify violence, continues to make it easy for young people to get guns—and as long as we continue to hide our heads in the sand or fail to reach out when a young person is truly troubled — we will have to confront tragedies like Springfield and Jonesboro.

So we need to stop and think hard about what we can do to help our children grow up safely and learn to reject violence.

I am troubled by the fact—and this is something that I have said again and again—that so many young people in America are growing up disconnected. They are growing up almost alone. And then we wonder why some adults fear our own children. Last year a Public Agenda report stated that over 60 percent of American adults view young people in the negative.

This is a rather extraordinary finding but there it is—another sign that there is a disconnection here that we need to address. So where do we start? At the turn of the century, an American philosopher defined what he called the “law of acceleration.” He wondered whether people would have the capacity to keep up with what he called the “velocity of change” in the 20th century.

Here at the end of the century, I have my own concern. I wonder if, in our haste to keep up with the velocity of change, we are forgetting those things that are most essential to our children: giving them that deep, abiding sense of trust, guidance and security that tells them that they are truly loved, cared about and respected.

In countless conversations, Americans are wondering what is going on with our children. My answer to them is that our children reflect who we are as a people. We seem to have a love affair with violence and it will take a sea change in our culture to move away from this thinking.

When 6,000 young people are killed every year with a gun, when 5,000 young people commit suicide every year, when over a million young people run away from home every year, when almost a half million young people drop out of school every year, and when hundreds of thousands of young people get into drugs and alcohol and tobacco and just mess up their lives, can we truly say we are a child-centered society, that we are giving all due attention and concern to their upbringing?

When we see children killing children, can we say that we have listened to them with all due care? Violence is a language, a sound that always captures our attention but always too late. This is why “connectedness” is so important.

Reconnecting With Our Children

Last year, the Journal of the American Medical Association published the results of a survey of 90,000 young people concerning high risk behavior that included face-to-face interviews with more than 12,000 teenagers in their homes. This survey was one of the most comprehensive that has ever been done and it went to great lengths to reach young people on sensitive subjects such as drug use, sexuality, violence and suicide, even allowing the young people to key their answers into a laptop computer to protect their confidentiality. The results were remarkable in their simplicity and depth.

The survey indicated that young people who felt connected to their parents and schools were less likely to engage in high risk behavior. As Doctor Robert Blum, the survey director, stated, “kids who feel connected to school are more likely to feel connected at home, and kids who perform better in school are the same ones who are told at home that school is important.”

This is why every school in the nation has to actively engage and encourage parents and do everything possible to mitigate the time crunch of daily life so parents stay connected to their children. We need to urge parents to slow down their lives and as educators we must slow down our lives as well.

We must commit ourselves to one very basic idea: that every child in America in a school has a positive and caring relationship with at least one adult. This simply has to be the new standard we set for our nation's schools and communities. This is something that Paul Schwarz, our principal-in-residence, talked to you about yesterday.

Yes, there are innumerable obstacles to reaching this goal. And, yes, many seasoned educators will immediately say that there is no time, that teachers and administrators are already stretched too thin. But the goal of having every child in a school be connected to some caring adult is not unrealistic.

I have visited mega-schools that have become schools-within-schools. I have visited charter schools, career academies, and schools that have created family units within larger schools. I have visited schools that actively involve parents and senior citizens. And I have visited schools in drug-infested neighborhoods where the entire community makes sure that children come and go to school safely.

The secret of success at all of these schools is the willingness of teachers, parents and the entire community to go to great lengths to make sure that every child and every family feels connected and valued.

Congress Must Act

This is why the many programs that President Clinton has sent to the Congress—from reducing class size to school construction to expanding after-school programs—need to be seen as a direct help to those of you on the front line. Congress needs to stop worrying about politics and start passing legislation that will make a difference in the lives of our children.

Our prisons are full of high school dropouts who cannot read and that is one reason why funding the America Reads Challenge is so important. Yet, Congress continues to dilly dally and dawdle. And just think about how many young people we might help and get on the right track if they were connected to a young college student mentor as part of our High Hopes program that would link middle schools to colleges. I urge the Congress to act on all of these important pieces of legislation.

I single out for special attention the President's proposal to fund 1,300 drug and violence prevention coordinators to serve 6,500 of our nation's middle schools. When Congress goes home in October, this piece of legislation—indeed all the pieces of legislation that I have just mentioned—needs to be on the President's desk for his signature.

And I will tell you why. I visit 60 to 70 schools a year. I see the best schools and the most run down schools and all kinds of schools in between. I see them all. I talk to teachers and

principals, the counselors and the parents. I try to be a good listener. I know that when I come for a visit, the school staff wants to tell me two things: what they are accomplishing and what truly worries them.

As I make my visits, I detect a growing sense of urgency. The message I hear again and again is that schools are being asked to "detox" young people from the glorification of violence and an easy acceptance of drugs, and to sensitize children about the value of life itself. Schools are being asked to pick up the pieces.

Schools are being asked to teach young people basic coping and social skills from anger management to cooperation, and sometimes educators are finding themselves at their wits' end.

A few days ago, I read a small news item about how a teacher had been attacked by four girls at a school who demanded that the teacher turn on the tasteless "Jerry Springer Show" in lieu of a documentary. Have we come to that?

My friends, we need to recognize that ending the violence and drug abuse is not simply a family nor a school problem. As PTA president Lois Jean White said last week, "it is America's problem." And, I would add, it is every community's problem as well. This is why we cannot let this summer slip by without planning ahead for the next school year. Now is the time to build community support for our nation's schools.

This is why this speech will be the first in a series of events that I will participate in to suggest some practical and urgent steps we can take to help in your work. To that end, I am announcing a series of action steps that the Administration will begin to take this summer to encourage a public dialogue and to help you make our schools even safer places to learn.

Listen to Our Children

First, the Attorney General and I will meet this summer and during the next school year with young people to talk directly with them regarding violence and drugs. We can't begin to end the violence unless we reach out to our young people, truly listen to their voices, and tune in to what they are really trying to say. And we must make them part of the solution.

Again and again in the aftermath of the tragedies like Springfield and Jonesboro we are told that other children thought trouble was coming. So we need to stop and listen to our young people and build those levels of trust that allow them to talk to us when they are worried and fearful.

Effective Programs

We can't begin to talk about improving the safety of our nation's schools unless we tighten up our own programs to make sure that they are research-based and have met the highest standards. This is why we are putting into place Principles of Effectiveness to re-direct our own Safe-and Drug Free School Program.

We have to do a much better job of making sure that what we are doing is effective. There is a science of prevention and we need to use it. This is why Congress should act with dispatch and approve the President's request to target \$125 million to communities with strong prevention initiatives.

We also need to recognize that teaching young people coping and social skills that allow them to turn away from violence and drugs can take many forms. Many of you are familiar with the wonderful work of Dr. James Comer at Yale University, whose program connects schools and communities. Dr. Gil Botvin of Cornell University Medical College has a Life Skills Program that has proved effective. I also know that many schools are using character education, peer mediation, conflict resolution, and the establishment of student run religious clubs as ways to help and encourage young people through turbulent times.

Shifting More Resources to Prevention

Third, we need to rethink and redirect how and where we spend our resources. When it comes to preventing violence, we need to shift some of our resources from the back end to the front end.

About a month ago I met with school security chiefs from the 30 major cities. Some of these school chiefs looked liked former football linebackers. Yet their message was anything but punishing. To a person, they spoke about the need to stop school overcrowding, to shift more resources to elementary school, and to hire more counselors.

They urged me as I urge you today to develop prevention strategies at the elementary school level. As one security chief told me, "every third grade teacher can tell you which child is already in trouble and headed down the wrong road." This is clearly true if they are teaching only 15 to 18 children in a class and can give some individual attention to each child.

This is why I join Attorney General Reno in saying that it is a "serious mistake" for both the House and the Senate to be developing juvenile justice legislation that sets aside no real funding for delinquency prevention, for truancy prevention, for after-school programs and for mentoring programs. These are the very programs that you and I know can be so effective in stopping violence from occurring in the first place.

Early Warning

Fourth, the Department of Education and the Department of Justice, working with the National Association of School Psychologists and other experts, will develop a framework to help teachers and principals understand early on when a child is truly troubled and the steps they can take to get help. This early warning guide, which will include important ways to prevent violence and deal with aggressive behavior, will be ready in the early fall.

Now, we need to be very cautious about the idea of sorting out our children and labeling them. In my opinion, too many young people are already being sorted out in our schools and too often this approach to education has been harmful to minority youth.

At the same time, however, we need to recognize that research does exist that can help teachers, principals, and parents understand those early warning signs that define those few young people

who are truly troubled. It takes great courage for a teacher or a parent or a preacher or a coach to confront a troubled child. But this is something that we must do in a responsible manner.

Linking Schools to Community Services

This is why my Department will work with the Surgeon General to explore ways to develop a stronger link between schools and community mental health facilities as well as to increase the number of school counselors and other staff who can reach out to children and families. Many states, including California, are moving in this direction.

The principal at Thurston High School, in Springfield, Oregon, acknowledged in the aftermath of that tragedy that he had only four counselors for 1,700 students. We simply aren't going to connect with our young people as individuals when the average counselor in an American school is responsible for over 500 children.

We want to make sure that important support staff in our nation's schools—the social workers, counselors and school psychologists—are not solely focused on testing and evaluation but also are directing their expertise to preventing violence. The 1997 revisions of IDEA will give school psychologists a greater opportunity to actively work with you, the safe and drug-free school coordinators.

We also need to look outside of the schoolhouse to find new resources and bring them into the school environment. Teachers cannot be policemen, social workers or psychiatrists. Teachers may be the first to know a child well enough to see that the child is troubled, but then they need to know that there is a support team available to them. I want to point out that 5 percent of the Elementary and Secondary Education Act is available for these types of collaborative and coordinate services.

Crisis Management

We also have to realize that the type of tragic incidents such as those in Springfield and Jonesboro can happen any time and at any school. This is why the Department of Education and the Department of Justice will develop a model for "crisis management" that can be used by schools to develop their own plans. This may be particularly helpful for smaller school districts.

Alternative Schools

As we reach out to our young people, we must send them a strong and consistent message that they must be held accountable for their actions. They need to understand that there are very real consequences to breaking the rules. This is why we must continue to be tough minded about expelling young people who bring guns and other weapons to school.

But we simply cannot expel young people into the streets. A child who brings a weapon to school needs to be properly evaluated and a plan of action has to be developed to turn this young person's life around. I remain very concerned by the finding that only 56 percent of the students expelled under the Gun Free Schools Act were placed in alternative settings. This is why the Department of Education will undertake a major new study of alternative schools and examine other ways that will enable us to make sure that these young people in trouble get their lives turned around.

Guns and Children

Finally, a last important point: Unsupervised gun use and children do not mix. I will say that again. Unsupervised gun use and children do not mix. If Charlton Heston and the NRA want to come into the "mainstream of American political debate" then they need to stop defining themselves as "victims of media manipulation" and help keep our children from becoming the victims of gun violence in our schools, in our homes and in our streets. I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children. The link between guns in a house and children being injured or killed in an accidental shooting or committing suicide is well established and alarming.

Last year, at the request of the President and the Attorney General, eight major gun manufacturers agreed to put trigger locks on all new guns now being manufactured. But there are still over 200 million guns in America that need to be locked up as well.

This is why I ask every adult to get serious about gun safety in America. If you have guns in your house, please take the responsibility for making sure that every gun has a child safety lock on it. It's not enough to say it was a mistake because a gun got left in an unlocked drawer or on the nightstand by the bed and a child got killed. Unsupervised gun use and children—do not mix.

The action steps that I have just outlined are comprehensive because this is the only way we are going to help our young people. America's young people are resilient. They will have a bright future if we help them turn away from the culture of violence and drugs that this society tolerates all too easily.

There is another way for America. That is to have a total commitment to reconnecting with America's young people and to help each school become a place of hope, learning and opportunity. When communities come together—parents, senior citizens, faith communities, business leaders and just plain folk—when we rally around our schools and when we reconnect with our children, good things happen.

I want to end now by telling you about my visit to Jonesboro, Arkansas. The President was in Africa, so he asked the Attorney General and me to represent him at the memorial service. We had the opportunity to visit with the families of the victims and to listen to a community come together in the aftermath of a terrible act of violence.

One of the most powerful speakers that night—a real heroine to the community—was Karen Curtner, the very fine principal of Westside Middle School. I shall never forget her words.

She said that our hearts have four physical parts and four emotional parts—sorrow, compassion, forgiveness and hope. She urged us—and these are her words—to start a chain of love that would change the world, one helping hand at a time, whether it's checking on a neighbor, reading an extra bedtime story to a child, or simply saying thank you more often. Her message is my message—a message of reconnection and hope.

Thank you.