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Expulsion events timeline

Sept. 17: A fight breaks out at a football game between Eisenhower and MacArthur high schools. The fight in the Eisenhower stands lasts several minutes; the game is stopped for about 10 minutes. Approximately 10 people are involved and three arrests are made that night. A spectator captures part of the fight on videotape.

Sept. 23: Decatur schools director of special programs Bob Byrkit announces that security measures will be increased at the Staley Day doubleheader football games, which includes Stephen Decatur versus Eisenhower and MacArthur against Bloomington.

Eight male students are suspended for 10 days, awaiting expulsion hearings; one of the eight was not recommended for expulsion.

Oct. 1: Three of the students are expelled for two years. Board members Mike Setina, D.R. Roberts and Phil Wilhelm vote to expel; Jeffrey Perkins votes against the expulsions; board president Jackie Goetter and members Jan Mandernach and Terry Robinson not present for vote; Superintendent Kenneth Arndt is also absent.

Members of Decatur chapter of Rainbow/PUSH Coalition address the board and ask for alternative punishment of 30 days' suspension, attendance at Homework Hangout and 12 hours per week of community service for duration of school year.

Oct. 4: Four more students are expelled for two years. Goetter, Mandernach, Setina, Roberts and Wilhelm vote for expulsions; Perkins against; Robinson absent. The resolution to expel the students includes a provision to review the decision at the end of this school year.

Rainbow/PUSH spokesman Julius Bailey announces a hunger strike to protest the expulsion of five of the students who he says were involved in the fight to a lesser degree than the others.

Oct. 6: Macon County Sheriff Roger Walker announces his opposition to the two-year expulsions. Valerie Johnson, education director of Rainbow/PUSH Coalition headquarters in Chicago, announces that she'll meet with the students, parents, Arndt, Goetter, and school district attorney Jeffrey Taylor on Oct. 7.

Oct. 7: Herald & Review editorial supports school board decision to expel and the board's zero-tolerance policy.

Oct. 8: Arndt says the expelled students will be provided with textbooks; Goetter says the board is open to receiving new information on the fight and who was involved; three of the students, Roosevelt Fuller, Errol Bond and Shawn Honorable, and their parents, meet with Arndt, Goetter and Taylor, members of the community, representatives of Rainbow/PUSH and about a dozen Decatur-area ministers.

Oct. 12: Several members of the community, including city Councilwoman Betsy Stockard, attend the school board meeting to ask the board to reconsider the length of the expulsions.

Oct. 18: Julius Bailey ends his hunger strike after two weeks at the request of the leadership of Rainbow/PUSH.

Oct. 20: Nine people -- four adults and five juveniles -- are arrested over several days as a result of the fight on preliminary charges of felony mob action, battery and disorderly conduct. No formal charges are filed. Sworn statements by Decatur police characterize the fight as a continuation of a dispute between members of the Gangster Disciples and the Vice Lords.

Oct. 31: The Rev. Jesse Jackson announces he is coming to Decatur on behalf of the expelled students and in a speech to a Rainbow/PUSH meeting in Chicago, refers to the incident as "a schoolyard fight" and "something silly like children do."

Goetter says the board's decision will stand, but that board representatives are willing to meet with him.

Nov. 2: About 1,000 people attend a town hall meeting in Decatur at Church of the Living God PGT Temple 3 to hear Jackson, who announces that if no compromise is reached with the school board, he'll arrange a march and rally for the coming Sunday afternoon.

Goetter and Arndt hold a joint news conference to announce that the board's decision will not change.

Nov. 3: Jackson speaks at a leadership breakfast with members of Decatur's clergy and community leadership, urging support of the expelled students; attendees also urged to join Rainbow/PUSH.

Jackson, Johnson and Keith Anderson meet with Goetter, Arndt, Perkins and Taylor in a closed-door session to discuss expulsions. Jackson later announces plans to seek a court order against the school board and instructs local Rainbow/PUSH representatives to escort the students to their respective schools on Monday and be prepared to be arrested.

Nov. 4: Macon County State's Attorney Larry Fichter asks the community to obey the law and not to take the expelled students onto school property. Gary Hunt, director of human resources for the school district, describes the Sept. 17 fight as "mob action, pure, plain and simple."

Nov. 5: Stockard and Decatur Mayor Terry Howley announce their support for the school board. Stockard says she's changed her stance since viewing the amateur videotape and urges everyone not directly and personally involved in the incident to stay home from the march and rally.

Nov. 7: Jackson leads a march from Temple 3 to Eisenhower High School, where supporters hold a rally in support of the expelled students. Rainbow/PUSH organizers estimate the turnout to be 5,000; Decatur police estimate 1,200.

Supporters arrive by bus from Chicago, St. Louis and other communities.

Stockard sponsors a "Stop the Violence" march at the same time the Rainbow/PUSH march is scheduled and draws an estimated 50 people.

Herald & Review editorial board, after reviewing the videotape, reiterates its support of the school board decision for expulsion.

Nov. 8: Arndt cancels classes at all three high schools. Gov. George H. Ryan comes to Decatur to meet with Rainbow/PUSH and school district representatives.

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amid fears of school violence, Jackson's visit also was the latest and most dramatic example of a community dealing anew with tensions in race relations.

Jackson compared the controversy with civil rights era confrontations at the University of Alabama and other schools. But at the same time, he vowed that his Rainbow/PUSH Coalition would file suit this week challenging school boards' increasing use of zero-tolerance policies in the wake of violent shootings.

Lewis Myers Jr., an attorney for Jackson's group, said the suit would contend that such policies violate the due process clause of the 14th Amendment as well as the Illinois Constitution. Under zero-tolerance policies, students are subject to strict penalties for even minor infractions.

While speaking to the crowd from the bed of a truck trailer parked at Eisenhower High School, host of the Sept. 17 football game where the fistfight occurred, Jackson urged the school board: "Be fair."

"This is not Columbine High. This is Decatur," he said, arguing the two-year expulsion was too harsh a penalty.

Myers said the fight apparently started when some of the boys, who attend the district's three high schools, exchanged insults in the stands. During the ensuing melee, witnesses said, football spectators were knocked over as youths scrambled to throw punches or watch.

The board's decision last month to expel the youths has split the community and added pressure to Decatur's already-tense race relations, which were damaged recently when a white police officer fatally shot a black teenager who had exchanged gunfire with police.

The Decatur chapter of PUSH, formed just this summer, accepted the department's justification of the shooting, which came just two weeks before the students were expelled. And both Jackson and local PUSH officials have insisted that the fight over the expulsions is about fairness rather than skin color.

But the fact remains that all of the expelled students are black, and the decisions to boot the youths from school involved "yes" votes from white school board members and a sole "no" vote from a black member. That dissenting board member, Jeffrey Perkins, spoke for many black Decatur residents when he said that race couldn't help but play some factor.

"To me, race is always a factor in our society," said Perkins, 46, himself a product of Decatur public schools.

"Did they expel these boys because they were black? No. They expelled them because they were fighting

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Jackson says he'll continue protests at Illinois school

November 9, 1999

Web posted at: 3:03 a.m. EST
(0803 GMT)

In this story:

[Jackson says punishment too harsh](#)['It was a mob action'](#)[RELATED STORIES, SITES](#) ↓

Jackson, center, links arms with expelled student Roosevelt Fuller, second from right, while marching onto the school grounds Monday

DECATUR, Illinois (CNN) -- The Rev. Jesse Jackson said he'll continue protests against an Illinois high school Tuesday despite a school board vote to shorten seven students' expulsions and allow them into an alternative program.

The Eisenhower High School students were expelled for two years for their involvement in a brawl at a football game. In a Monday night vote, the local school board cut their punishment, allowing the students to attend an alternative education program and limiting their expulsion to one year.

"This allows the students to receive an education tomorrow if they so choose," Superintendent Kenneth Arndt said.

The board vote came after talks brokered by Illinois Gov. George Ryan. But Jackson -- who has led two days of protests over the case -- said the students' punishments were still too severe, and he would return Tuesday morning to try to re-enroll six students. One of those expelled has moved to Tennessee.

School officials closed the school Monday because of the protests, and may close them again Tuesday, keeping about 2,600 students out of classes.

The fight that led to the expulsions occurred during a high school football game September 17. Officials halted play for 10 minutes, a police spokesman said.

Jackson says punishment too harsh

The civil rights leader also said he

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The civil rights leader also said he would seek a federal court order reinstating the students, who he said have been hit with a much harsher punishment than others. Jackson said they include the school's basketball team captain, with a 3.5 grade-point average.

"Historically, this has been a 10-day suspension. In this case, there were no guns involved. There were no knives brandished. There were no bomb threats," he said. "It

Jackson said he'll file suit in federal court Tuesday to get the students back in class

suggests something deep within the culture of the school that similar students are suspended and some are expelled."

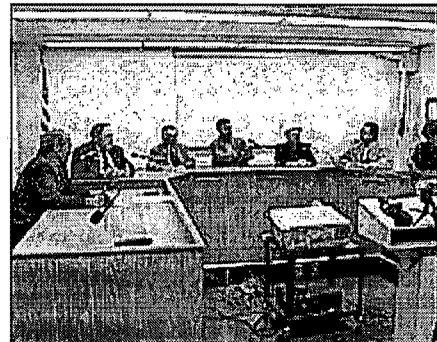
All of those involved in the fighting, including the expelled students, were black, and the school is 40 percent black. But Jackson said unfair treatment, not race, was the issue.

"They've been out of school 60 days already this year. In my judgment, that is penalty enough," he said. "We must not be so quick to throw our children away.

'It was a mob action'

While Jackson characterized the altercation as a simple fistfight, school board officials compared it to a riot.

"This was not a simple fight. It was a mob action that endangered the lives of 100 to 200 people at a football game," school board President Jackie Goetter said. She said she didn't know of any serious injuries, however.



The Decatur Board of Education shortened the students' expulsions from two years to one Monday night

Threatening to join the conflict Monday was white supremacist leader Matt Hale, who said his World Church of the Creator would try to "mobilize the white community" against the protests.

"It seems law and order has broken down in Decatur, and we plan to resuscitate it," Hale said.

Decatur police said they were aware of Hale's comments and planned to add security. A former member of Hale's group, Benjamin Smith, committed suicide after going on a July shooting spree that left two dead and several others wounded.

The Associated Press contributed to this report.



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Expulsion compromise rejected

Terms of expulsions shortened, but Jackson says decision not enough

By BRAD MUDD, BILLY TYUS & KEN DICKSON

H&R Staff Writers

DECATUR, Ill. (Nov. 9) -- The Decatur school board Monday night shortened the expulsion terms of six students, and Gov. George H. Ryan opened the door for them to attend an alternative high school. But the Rev. Jesse Jackson said that compromise isn't enough.

Jackson said he intends "to take the children back to school" and is expected to be at Eisenhower High School this morning with the students.

Decatur schools Superintendent Kenneth Arndt said he will decide early this morning if high school will resume today after being closed Monday.

"I'm obviously disappointed that we've met a stalemate," Arndt said. "These students need to take responsibility for their own actions."

Terry Robinson and Jeffrey Perkins were the only board members to vote against reducing the expulsions from two years to one. They are also the only board members to say they believe the length of punishment for a fight at a Sept. 17 football game at Eisenhower is too long. Seven students were recommended for expulsion, but one withdrew before the board voted to expel him.

Board member D.R. Roberts, the only board member in the majority who spoke during the meeting, said many of the arguments against the original two-year expulsions involved the students having no opportunity to continue their education. Since the students will have that opportunity at an alternative high school today, he said he would vote for the one-year punishment.

Jackson said lawyers with his Rainbow/PUSH Coalition will file a lawsuit in federal court seeking an injunction against the school district which would allow the students to return to school. The suit could be filed today in Urbana.

"These children deserve to be in school. Alternative high schools don't have the validity suggested here," Jackson said. "At best they get credit and graduate, but it will not make them better students and it will not make them better people."

The school board's decision, arrived at during an emergency meeting, came after marathon talks among 20 people including Jackson and members of the Rainbow/PUSH Coalition, Ryan and other community leaders and officials from the school district, including school board

President Jackie Goetter.

Following the board's vote, Ryan spokesman Dave Urbanek said, "We spent all day talking between the two sides and it was the governor's goal to bring them together. There has been some movement on both sides and this is something that the school board and the Rainbow/PUSH Coalition will have to work out."

It was Ryan who recommended providing an alternative school setting to the students -- which he said will become available to all expelled students in the state in January. He labeled it a "partial solution" to the situation. Ryan said state school Superintendent Glenn W. McGee would provide a letter today authorizing the students to begin classes in a Decatur alternative school and "hopefully have it reviewed" and the students could "be back into the mainstream of schools in due time."

And while commending the board for its work in serving residents of Decatur, Ryan stopped short of supporting the board's decision to expel the students for two years.

"Is two years too long?" he said. "A lot of people think it is."

"I happen to think that maybe two years was a little severe."

Goetter said she is glad the governor became involved in the talks.

"He waived some laws to allow the students into an alternative program. That solved one of the big problems that the board was struggling with," she said. "Our hands were tied (because they were expelled)."

Goetter said the youths have a choice between four alternative school programs in Decatur.

"I'm very disappointed. The board acted tonight to clear the way for the students to return to school with credit, but Rev. Jackson insisted we accept his recommendation," Goetter said. "Anything less than that was unacceptable to him."

Jackson's proposal revolved around seven points, including the students going back to school immediately.

He recommended the district review its zero-tolerance policy toward violence, six months of probation for the students, five hours of community service per week, board-sponsored tutoring with the students maintaining passing grades, the establishment of peer counseling in Decatur schools to address school violence and conflict resolution and the establishment of a panel to review disciplinary decisions.

Jackson has argued this week that the district's zero-tolerance policy lacks mercy and unfairly punishes students. He has called for a conference with legislators on the policy in hopes of having it defined to better address individual student issues.

"While the matter of zero tolerance is being discussed and a definition is dealt with, we want them back in school," he said. "Even if there is alternative school with credits, it must be on a track towards their being re-entered into the school process and participating this year in

graduation."

Ryan also agreed with the coalition's contention that the zero-tolerance policy is vague.

"I told (him) that without question I was going to work with him on zero tolerance and was going to do whatever I can to get a definition of what zero tolerance means and what penalties go along with zero tolerance," he said. "I think we've all read in the past about some pretty harsh actions on young people for things that maybe were just things that young people do.

"And we ought to take a second look at that and I agreed to do that with Rev. Jackson."

Monday began with students learning that Decatur high schools had been shut down. District officials hoped to diffuse a confrontation between the district and Jackson, who vowed Sunday at a march and rally to return the students to school and urged parents and students to turn out in protest.

Still running on the energy produced from the rally, about 150 people gathered at the school Monday morning.

Jackson thanked those who came and then summoned the expelled students who were in a group with parents across 16th Street.

"The school board has a policy of zero tolerance," Jackson said. "The school board is using this policy in a capricious and arbitrary manner. It needs to be challenged.

"This is not about race, about black and white; it's about wrong or right."

Jackson said the school board does not have a right to punish children beyond the law. He pointed out the state's attorney has not filed charges against the youths. Each of them has been arrested on a preliminary charge of mob action.

"The board president refers to the fight as mob action and gang activity," Jackson said. "There's no evidence of that."

Jackson accompanied the students as they walked on the sidewalk on the east side of the street. They stopped at the concrete benches by the marquee in front of the high school.

Jackson led the crowd in singing a rendition of "We Shall Overcome."

Police presence was evident on Monday at Eisenhower as well as MacArthur and Stephen Decatur high schools, though no trouble was reported.

White supremacist leader Matt Hale said in a news release Monday night that if the school board "caves in" to Jackson's demands, his followers would begin distributing literature overnight and would attempt to organize a recruitment campaign in the high schools.

Leteah Pender, 16, a junior at MacArthur High School, was glad school

was canceled Monday.

"I wasn't going to go anyway," she said. "I was going to come here. This is bad. Kids need education and keeping out of school will not provide them with an education."

Pender said she was at the football game Sept. 17 and saw the fight, but it wasn't as bad as people say.

"I didn't see anyone getting hurt," she said.

Brent Szykosky, 16, a junior at Eisenhower, had to be told by a school administrator that school was canceled. He showed up in time to attend classes and climbed out of his truck with books in tow before he was told.

"I don't care about all this," he said. "I want to go to school. I have things to do and this is just stupid. It's stupid on both sides."

Jackson then urged the crowd to meet at the Keil Building for prayer and to provide support. At least 100 people gathered outside the Keil Building and sang more songs.

Jackson, Ryan and others were greeted at the Keil Building by a group of seven MacArthur High School teachers carrying signs in support of the school board and its stance against violence.

Both the governor and Jackson took time to shake the teachers' hands.

Before he entered the building, Ryan made it clear that he did not cancel school on Monday.

"But I think it was a good idea," he said.

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Decatur high schools closed again

Jackson steps up criticism

Associated Press
November 9, 1999

Decatur's public high schools were closed for a second day today as the Rev. Jesse Jackson stepped up his criticism of the city school system and an attorney for seven expelled students threatened to file a federal lawsuit.

Decatur Schools Superintendent Kenneth Arndt said he ordered the three high schools closed for safety reasons after Jackson rejected the school board's decision to cut in half the students' two-year expulsions and threatened another protest march.

"Schools must reclaim and redeem our youth, not reject them," Jackson said on CBS-TV's "The Early Show" this morning. He said the school district suspended about 1,700 out of its 10,000 students last year, and needed to find alternatives to such harsh punishment.

Arndt complained that Jackson had gone beyond the scope of his original mission of getting the seven students reinstated.

"It seems as though this agenda keeps getting larger and larger," he said.

Jackson met for 14 hours Monday with school officials and Gov. George Ryan, and an emergency school board meeting also tried to resolve the situation.

The seven Eisenhower High School students were expelled for a Sept. 17 melee in the bleachers at a football game. The students could attend alternative school after Ryan waived a state law prohibiting that.

"This permits the students to receive an education once they're expelled," Arndt said. "Hopefully they'll avail themselves of that opportunity."

But Jackson said this morning that was not enough and that he would return with the students whenever school is reopened.

"I think that the real compromise is to bring these

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"I think that the real compromise is to bring these youths in with their parents, offer them some counseling, at least put them on the graduation track," he said.

Arndt warned Jackson and his supporters, who preached, prayed and sang with the students in front of Eisenhower early Monday, that they would be arrested if they returned today.

Technically, seven students were going through expulsion hearings, but one withdrew before he could be expelled. The district says he cannot return. Jackson has said he wants to reinstate all seven, and the boy who withdrew has said he would return if allowed.

The students' attorney, Lewis Myers of Chicago, said he planned to file a lawsuit in federal court in Champaign today alleging the school district had violated the pupils' constitutional rights.

Jackson said the fracas was a simple fist fight that did not merit such a severe punishment; the school board president contends it was a "mob action" that endangered hundreds.

"A one-year expulsion for a fist fight where no one was injured is too severe a penalty," said Jackson, who has attacked the board's "zero-tolerance" policy as ill-defined and a blanket that covers too broad a range of indiscretions. "This is not balancing the scales of justice. The punishment should be sufficient for the act."

Ryan, who agreed to work with Jackson on a statewide review of expulsions, had suggested the alternative school option.

"I happen to think two years is maybe a little too severe," Ryan said before the board's decision, while acknowledging the board's obligation to the community and to keep students safe.

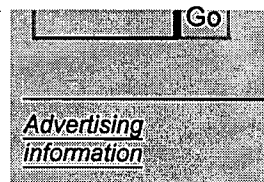
One of the expelled students on Monday said he hoped an apology would be enough to get reinstated.

"We made a mistake; we never had a chance to apologize," said Greg Howell, an Eisenhower senior. "They make us look all terrible, and we want to apologize and keep it from happening again."

Several teachers said they support the school board.

"There comes a point when you have to do what you know is right for other students, which is the majority," said Tena Matas, a teacher at MacArthur High School.

While the seven students involved are all black, Jackson has said it was not a question of racism but just whether the students were treated fairly. He accused the school board of overstepping its authority by expelling students who had not been



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**PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON SCHOOL SAFETY GRANTS
THE WHITE HOUSE
September 11, 1999**

Good morning. Across America, the new school year is underway, as millions of children return to class. It is a time of hope and excitement for students, parents, and teachers alike. But in many communities, it is also a time of concern -- concern that when our children walk through the schoolhouse door, they will not be safe from the threat of violence.

Now, we know that the vast majority of America's schools are safe -- but even one incident of school violence is one too many. The tragic school shootings of the past two years were a wake-up call -- an urgent reminder that to protect our children from violence, we need nothing less than a national campaign that draws on all our resources and demands all of our commitment -- with all of us taking responsibility.

For more than six years, my administration has worked hard to do our part. We have strengthened and expanded our Safe and Drug-free Schools program, which helps school districts hire drug counselors and violence mediators, among other things. We enacted a national Zero Tolerance policy for guns in schools -- helping to expell 6,000 students for carrying guns to school last year alone. And we have fought to keep guns out of the hands of children and criminals.

At the first-ever White House School Safety Conference and, after the tragedy in Littleton, a Strategy Session on Youth Violence, we launched new actions -- 2,000 more school resource officers in our schools ... an anti-violence media campaign you may already have seen on television ... and a new plan to help schools respond to deadly violence.

These steps have made our schools safer, healthier environments. But when it comes to protecting our children from violence, we must do more.

We know that the best solutions to the problem of youth violence come when everyone

at the local level works together – students, parents, teachers, police officers, local judges, and counselors. That's why I asked the Departments of Justice, Education, and Health and Human Services to develop the Safe-Schools Healthy-Students initiative, to help communities co-ordinate their efforts to identify troubled young people, prevent them from acting violently, and respond when violence does occur.

We received thousands of applications. Today, I am pleased to announce that 54 communities – the ones that submitted the best plans -- will receive a total of more than \$100 million in Safe Schools grants. These communities will use these funds in a variety of ways proven to reduce youth violence: From hiring more school resource officers, to improving mental health services, to modernizing school security systems, to expanding after-school and mentoring programs. Best of all, they engage the entire community to meet the challenge of building safer schools.

I am especially pleased that two of these grants are going to Jonesboro, Arkansas – whose plan includes in-home counseling for at-risk families, and Springfield, Oregon – who will build on the strong partnership it developed with law enforcement after the tragic shooting last year. In the face of unspeakable loss, the people of these towns have pulled together to protect their children – they are an inspiration for us all.

To help every community in America organize their own anti-violence, we must ensure that our own federal agencies are doing everything they can to help. To that end, I am directing Bruce Reed, my domestic policy advisor, to head a new White House Youth Violence Council. This council will establish a citizen's information hub to link communities and parents to the most effective anti-violence programs. It will co-ordinate national research on the problem of youth violence. And it will develop cutting edge solutions that communities can use.

All over America, we are doing our part to fight youth violence. But there are some things only Congress can do. I have called repeatedly on Congress to pass a common-sense juvenile crime bill to prevent youth violence and keep guns out of the wrong hands. For months now, I have waited – and the American people have waited – for Congress to act. Meanwhile, our children are returning to school in ever-greater numbers. So I say again, it should not take another tragedy to make this a priority. It is time for Congress to put politics aside and send me a bill that puts our children's safety first. Let's make this school year the safest yet.

Thanks for listening.

Message Sent To: _____

D R A F T September 7, 1999

MEMORANDUM FOR: The Assistant to the President for Domestic Policy
 The Attorney General
 The Secretary of Health and Human Services
 The Secretary of Education
 The Secretary of Labor
 The Director of the Office of Management and Budget

FROM: The President

Subject: Youth Violence Council

Violence by youth and against youth is an issue that deeply concerns us all. Youth violence can be thought of as a juvenile crime issue, as a mental health issue, and as a school safety issue. It affects every region and demographic group. As many recent incidents have made us aware, it is a problem that can strike with unexpected force – and that now demands uncommonly unified responses.

A number of Federal programs already address many aspects of the youth violence issue. I am proud of the joint efforts of the Attorney General, the Secretary of Health and Human Services, and the Secretary of Education, in developing the Safe Schools/Healthy Students initiative. These agencies also worked well together to help us respond quickly to the Columbine High School incident. I have read with interest the report of the Attorney General's Coordinating Council on Juvenile Justice and Delinquency Prevention. I look forward to the report the Surgeon General is preparing on the causes of youth violence, in response to my May request. The Secretary of Labor's efforts to address the needs of youth, particularly out-of-school, are also about to bear fruit, as high-poverty communities implement our new Youth Opportunity Grants, and as the Secretary and Attorney General finalize their agreement for cooperative work on those grants and Labor's Youth Offender grant program.

With so many agencies and programs involved, and with the need for this Administration to work closely with so many different elements of State and local government, tribes, schools, community groups, and families, it has become increasingly clear to me that the Federal government needs a more effective policy coordination strategy for youth violence issues.

Therefore, today I direct my Assistant for Domestic Policy, Bruce Reed, to form a White House Council on Youth Violence to provide this policy coordination, to provide flexible and timely responses to the challenge of youth violence, and to ensure that our nation's citizens are able to benefit from the Federal government's many anti-violence initiatives.

Structure of the Council

The Assistant to the President for Domestic Policy will chair the Council. The Director of the Office of Management and Budget will be a regular participant. Four agency heads will be the regular program members of the Council:

- The Attorney General, responding to the juvenile crime aspects.
- The Secretary of Health and Human Services, responding both to the public health aspects and the family issues;
- The Secretary of Education, responding to the school safety issues.
- The Secretary of Labor, responding to youth employment and out-of-school youth issues.

The Chair of the Council may add such other officials as he deems appropriate to further the purposes of this overall effort or to participate in discussions of specific aspects of it. For example, matters relating to public health aspects would involve the Surgeon General. Matters relating to firearms control or drug abuse would involve the Secretary of Treasury and the Director of National Drug Control Policy, respectively. Implications for economic development policies would call for involvement of the Secretary of Housing and Urban Development, the Secretary of Agriculture, and the Secretary of Commerce. Comparable policies for Indian country would engage the Secretary of the Interior. Issues relating to community service opportunities for youth would involve the Chief Executive Officer of the Corporation for National and Community Service.

The Chair, after consultation with Council members, will appoint staff members to coordinate efforts of the Council. The Chair may call upon the participating agencies for logistical support to the Council, as necessary.

Duties of the Council

1. Develop a citizen's information hub. The Council will develop and maintain a coordinated inventory of relevant agency programs, and provide analyses of their effectiveness. It will make this inventory widely available in summary form, and upon request in more detail, through the services of a Council member, to elected officials, community groups, police organizations, school systems, parents, and others working on local solutions to these issues. The inventory and full texts of program reports and evaluations should be available on an easily accessible website. The availability of this compilation will be widely publicized.

On August 17, 1999, I announced that a non-profit, non-partisan "National Campaign Against Youth Violence" had been established to bring together all segments of society to help prevent

youth violence. The Council will consult with the National Campaign to learn about its activities and to benefit from what the Campaign learns from communities across the Nation.

2. Produce reports on youth violence. The Council will write or commission reports on various aspects of the problem of youth violence, describing, for instance, best practices in combating the problem. In addition, the Surgeon General is now carrying out a broad study of the potential causes of youth violence. I ask that the Surgeon General consult closely with the Council in the development of the study, so that I may have the benefit of participation of all the involved agencies in its analysis and findings.

3. Expand the Safe Schools/Healthy Students model of collaboration. This initiative of the Departments of Justice, Education, and Health and Human Services has evolved into a highly effective collaboration among the agencies. The Council will oversee this effort and examine options for improving its operations and applying the model to other governmental efforts. The Secretary of Labor will begin participation in the initiative through establishing linkages to Youth Opportunities and Youth Offender grants.

4. Provide tools for parents to deal with the issue. Many Federal programs address issues relating to strengthening the family and helping parents raise children. The Council will explore the possibility of devising a cross-program strategy to help parents address youth violence. It will also report on new tools emerging in both the private and public sectors to assist parents.

5. Coordinate the federal research agenda. Building on some inter-agency work now underway, the Council will oversee coordination of agency research agendas and the development of needed cross-agency research collaborations. I ask the Council to seek to have this structure in place to guide the planning for and obligation of FY 2001 research funds, and where feasible, to improve the planned use of funds available from prior years.

6. Develop further policy responses. The Council will meet at the call of the Chair, to discuss new findings from analyses of the youth violence issue and to consider new or modified Administration responses to it, especially those that involve more than one agency. Recommendations for initiatives will be discussed in the Council for consistency with overall coordinated policy, before being presented for formal decision in the budget process. From time to time, the Council will report to me directly on the results of its efforts.

cc: The Secretary of Housing and Urban Development
The Secretary of Agriculture
The Secretary of the Treasury
The Secretary of the Interior
The Director of the Office of National Drug Control Policy

Big - Small - Native Areas



Department of Education
Department of Health and Human Services
Department of Justice

FOR IMMEDIATE RELEASE

THURSDAY, APRIL 1, 1999

**CLINTON ADMINISTRATION LAUNCHES \$300 MILLION
PROGRAM FOR SAFE SCHOOLS**

**Safe Schools/Healthy Students Initiative to Target Youth with Comprehensive
Services to Prevent Violence and Promote Healthy Development**

Washington, DC -- Grants totaling more than \$300 million will be awarded to 80

communities to provide youth with safer learning environments and help them avoid the dangers of violence, drugs and other destructive behaviors. Under the new *Safe Schools/Healthy Students Initiative*, announced today by Attorney General Janet Reno, Secretary of Education Richard Riley and Surgeon General David Satcher, MD, each community will receive up to \$3 million per year for three years to link existing and new services and activities into a comprehensive community-wide approach to violence prevention and healthy child development.

The outline of the Initiative was first announced by President Clinton last October at the White House Conference on School Safety. It is based on evidence that a comprehensive, integrated community-wide approach is an effective way to promote healthy childhood development and address the problems of school violence and drug abuse.

"Law enforcement alone cannot prevent tragedies like those we witnessed last year in Paducah, Jonesboro and Springfield," said Reno. "But when law enforcement works in partnership with our schools and our health professionals, and with parents and the whole community, we can prevent violence in all its forms before it occurs and give our young people

Substance
and not
pure rhetoric

Jonesboro
Springfield

~~\$300 million~~ \$20 million to help offices in
Schools. # of communities

safer, healthier environments in which to learn."

"Building safe schools depends on building strong communities, said Education Secretary Richard Riley. "These grants will encourage vital partnerships among schools, families and community organizations taking a comprehensive, preventive approach to insure our children's health, safety and future success."

This Initiative represents a ground-breaking partnership among the three Agencies. In order to be considered for funding, communities must be working in partnership at the local level. The comprehensive safe school plans submitted for funding must be the product of a formal partnership between the school district, law enforcement and the local mental health authority, created in collaboration with family members, students, juvenile justice officials and relevant community-based organizations. To be considered comprehensive, safe school plans must address at least the following six elements: (1) a safe school environment, (2) alcohol and other drugs and violence prevention and early intervention programs, (3) school and community mental health preventative and treatment intervention services, (4) early childhood psycho-social and emotional development programs, (5) educational reform, and (6) safe school policies.

Activities that may be funded as part of this Initiative include, but are not limited to, truancy prevention, after school activities, teen courts, alternative education, purchasing security equipment and services, mentoring, programs such as conflict resolution, life skills, school-based anti-drug curricula, nurse home visitation, family strengthening and staff professional development. These activities are designed to promote healthy development, enhance resilience, and build on personal strengths. Additional funds will also be available for hiring law enforcement officers to work in schools as part of this Initiative.

"We know that children stand a better chance later in life when they start with an

environment that is healthy, educationally stimulating, free of violence and abuse, free from stress, and free from harmful substances," said Satcher. "But far too many children are not getting the opportunity for a healthy start in life. We're working to change that."

The application process will begin today, and the grants are expected to be awarded by the start of the next school year. Awards will range from up to \$3 million per year for urban school districts, up to \$2 million per year for suburban school districts, and up to \$1 million per year for rural school districts and tribal schools.

In addition to the six elements listed above, each plan will be required to include the following:

- ▶ A demonstration of community need, and an outline of existing available resources for providing services to the target community;
- ▶ Procedures for referral, treatment, and follow-up by the specialty mental health system for children and adolescents with serious mental health problems; and
- ▶ Provision of mental health services for all students, including those expelled, suspended, or not attending school prior to age 16.

Each successful applicant also will have to implement an evaluation program and agree to participate in a national evaluation.

The first year of the initiative will be funded out of FY1999 appropriations, with \$60 million from the Safe and Drug Free Schools Program of the Department of Education; \$25 million from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the Department of Health and Human Services; and \$15 million from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice. In conjunction with the *Safe Schools/Healthy Students* grants, up to \$80 million from the Office of Community Oriented Policing of the U.S. Department of Justice. Additional funding is contingent on future

appropriations.

Applications for the *Safe Schools/Healthy Students* grants may be obtained on the Internet at www.ojjdp.ncjrs.org, www.SAMHSA.gov, www.ed.gov/offices/OESE/sdfs, or from the Juvenile Justice Clearinghouse Fax-on-Demand service:(800) 638-8736.

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99-114

Safe Schools/Healthy Students Initiative

Although schools are generally safer today than they were just a few years ago – and statistics show that students are safer sitting in a classroom than walking down a street – there is still much more that we can do to improve the health and safety of our schools and students. Last Fall, in the wake of tragic multiple shootings at a number of schools, the President convened the first-ever White House Conference on School Safety, so that we could share ideas on how to make our schools and communities safer. During the Conference, the President issued a call to action, announcing a series of new initiatives to address many of the problems highlighted at the Conference.

An Unprecedented Collaborative Effort. Today, the Departments of Justice, Education, and Health and Human Services (the "Agencies") are formally introducing an unprecedented collaborative effort, the Safe Schools/Health Students Initiative (the "Initiative"). The Agencies – through the Initiative – will provide schools, students and communities with the tools to develop and implement comprehensive community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development.

Enhanced Comprehensive Services. Students, schools and communities will receive enhanced comprehensive educational, mental health, social service, law enforcement, and, as appropriate, juvenile justice system services. Activities that may be funded as part of this Initiative include, but are not limited to, truancy prevention, teen courts, alternative education, purchasing security equipment and services, after school activities, mentoring, programs such as conflict resolution, life skills, school-based anti-drug curricula, nurse home visitation, family strengthening and staff professional development. These services and activities will allow young people to develop the social skills and emotional resilience necessary to avoid drug use and violent behavior, and will help to create safe, disciplined and drug-free school environments. The Initiative is based on evidence that a comprehensive, integrated community-wide approach is an effective way to promote safe schools and healthy students.

A Streamlined Application Process. Through a streamlined, single application process, approximately 50 successful applicants will receive support from the Agencies for up to three years (depending on Congressional appropriation of funding in future years) to support a wide variety of developmental, educational and public safety services. Successful applicants will be school districts (local education agencies) representing community partnerships involving, at a minimum:

- the local educational agency,
- the local public mental health authority,
- the local law enforcement agency,
- family members,
- students, and
- juvenile justice officials.

A Demonstrated Plan. Applicants will be asked to demonstrate that their comprehensive safe school plans include the following elements: (1) a safe school environment, (2) alcohol, drug and violence prevention and early intervention, (3) school and community mental health preventive and treatment intervention services, (4) early childhood psycho-social and emotional development services, (5) educational reform, and (6) safe school policies.

Awards. Awards will range from up to \$3 million per year for urban school districts, up to \$2 million per year for suburban school districts, and up to \$1 million per year for rural school districts and tribal schools. The Initiative will be funded out of FY1999 appropriations, with \$60 million from the Safe and Drug Free Schools Program of the Department of Education; \$25 million from the Substance Abuse and Mental Health Services Administration (SAMHSA) of the Department of Health and Human Services; and \$15 million from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the Department of Justice. In addition, up to \$80 million are available from the U.S. Department of Justice, Office of Community Oriented Policing for the hiring of law enforcement officers to work in schools.

Safe Schools/Healthy Students Initiative

Q. What is this initiative called?

A. This initiative is called the "Interagency Safe Schools/Healthy Students Initiative."

Q. What is this initiative intended to do?

A. The purpose of the Safe Schools/Healthy Student Initiative is to assist schools and communities to enhance and implement comprehensive community-wide strategies for creating safe and drug free schools and promoting healthy childhood development (without resorting to violence or other destructive behaviors). This program would streamline the application process: it will enable eligible applicants to apply one time, to one place for funds.

Q. Why did the three agencies get involved in this effort?

A. As we began to speak to countless students, teachers, administrators, community members, State and local elected officials, and parents from around the country (in formal and informal listening sessions) it became clear that the most effective way to create safe schools and healthy students was to provide them with a wide range of comprehensive services. Services which addressed such issues as: school security; early childhood development; alcohol, drug and violence prevention programming; alternative schools; mental health assessment and referral to services; and social skills building could not be provided by anyone agency. If these services were to be provided to a community/ school district a number of agencies which had legislative authority to engage in these activities needed to be brought together. That is what we are doing with this initiative: bringing three agencies together to provide communities and schools with a range of services and activities.

Q. What types of activities can applicants engage in?

A. Eligible activities may include, but are not limited to, programs such as mentoring, conflict resolution, after school programs, multisystemic therapy, functional family therapy, social skills building, school-based probation, student assistance, teen courts, truancy prevention, alternative education, developing information sharing systems, staff professional development, hiring additional school resource officers, and treatment efforts that involve the juvenile justice system and schools.

Q. What agencies are involved in this initiative?

A. There are three agencies involved in this initiative, they are: Department of Education (Office of Elementary and Secondary Education/Safe and Drug-Free Schools Program); Department of Justice (Office of Juvenile Justice and Delinquency Prevention and Office of Community Oriented Policing Services), and the Department of Health and Human Services (Substance Abuse and Mental Health Services Administration. Other agencies such as the National Institute of Mental Health, the Centers for Disease Control and Prevention, the National Institute of Justice, and the Office of Education Research Improvement are involved in the research and evaluation aspects of this program.

Q. How will the agencies manage this initiative?

A. This is a unique initiative and as such a rather unique management structure has been developed to manage it. A program and policy review body that consists of members from ED, Justice, and HHS will be formed. The team, known as the Inter-Departmental Program Policy Team (IPT), will oversee and direct the program. The IPT will have responsibility for: developing the Federal Register Notice and application package; for receiving all applications; for conducting a peer review; for ensuring the fiscal integrity of all applications being funded; for making grant awards; and for administering the program after awards are made.

Q. How much funds are available for this initiative and what are the agencies contributing?

A. This Initiative will have approximately \$180 million to award. ED will make \$60 million of Safe and Drug-Free Schools funds available; HHS will make \$25 million of Substance Abuse and Mental Health Services Administration funds available; and Justice will make \$15 million of Office of Juvenile Justice and Delinquency Prevention funds available. In addition to these funds the Office of Community Oriented Policing Services will make available up to \$80 million. These latter funds will be used for hiring of law enforcement officers for schools.

Q. Who are eligible applicants?

A. Eligible applicants are, for the most part, Local Education Agencies (LEAs). However, LEAs are encouraged to enter into agreements with community groups and organizations for the provision of services, such as mental health services, that the LEA does not normally provide. Further, in jurisdictions where the LEA does not have authority to hire "sworn law enforcement personnel" the local law enforcement entity would be the applicant for COPS funds.

Q. Do applicants have to submit different applications to all the agencies involved in this initiative?

A. No! Part of the uniqueness of this initiative is that applicants have to submit only one application for funds, regardless of the type of activities being planned. The Federal Partners (ED, Justice, HHS), would make a decision on what type of funds the applicant would receive.

Q. When are applications due?

A. Applications are due on June 1, 1999.

Q. When do you anticipate making grant awards?

A. We anticipate making awards by August 31, 1999.

Q. Who is going to make decisions regarding which organization should be funded?

A. The IPT mentioned earlier (Interagency Management Team) will make recommendations to the three cabinet heads. The three cabinet heads will make a joint decision regarding funding.

Q. How long will successful applicants receive support?

A. Successful applicants will receive support for three years (contingent upon appropriations). The IPT will make a determination as to whether there will be an initial grant award with continuations, one grant award for the three years, or some combination thereof.

Q. How large will the awards be for?

A. Awards will range from up to \$3 million (per year) for large urban school districts, to up to \$1 million for rural school districts. Suburban school districts will be eligible to receive up to \$2 million. These figures are the maximum amount available to grantees, smaller amounts will be available to those districts that do not need or cannot justify these amounts.

Q. How many grants will be awarded?

A. Approximately 50 grants will be awarded. The IPT Team will strive to ensure a balance between urban school districts, suburban school districts, and rural school districts.

Q. Will grants be awarded strictly on the merits of a review or will other factors be examined?

A. In addition to review criteria cited in the application packet, the IPT will examine the geographical distribution of awards and will endeavor to ensure that each area of the country is provided with a grant. Further, we will endeavor to ensure that a grant award is made from each of the four categories: urban, suburban, rural, tribal.

Q. Will applicants be required to provide services to all students and all schools in their district?

A. No. This initiative is not designed to ensure that every student has "some" services or programs, it is designed to ensure that students in a targeted area have a wide range of "comprehensive" services. Large districts are encouraged to target grant funds to one or more areas, sections, catchment areas, etc. within their overall district. In reviewing applications we will be looking for districts that are able to provide all students within a particular area with a set of comprehensive services and activities designed to ensure that they develop the skills and emotional resilience necessary to avoid drug use and violent behavior and that the schools they attend are safe, disciplined and drug free. The number of students reached as well as the quality of the approach/strategy used will be examined as part of the review process. Smaller districts will be required to develop and implement a Safe Schools/Healthy Students Strategy for their district.

Q. What criteria will be used to review applications?

A. A two tiered process will be used to review all applications. Tier one criteria will be used to assess an applicant's eligibility. Schools that fail to meet ANY Tier One criteria will be deemed ineligible for participation in this program. Tier Two criteria will be used to measure the strength, viability, comprehensiveness, and likelihood of success of the proposed program for which funding is requested.

Q. Can you provide an example of eligibility criteria?

A. In order to be eligible for consideration to receive an award an applicant must: demonstrate evidence of a comprehensive community wide strategy that at a minimum consists of six general topics areas: (1) School Safety, (2) drug and violence prevention and early intervention programs, (3) school and community mental health prevention and intervention services, (4) early childhood psychosocial and emotional development programs, (5) educational reform, and (6) safe school policies.

Q. Isn't this social work disguised as law enforcement?

A. The essence of a comprehensive school safety plan is that it combines accountability with prevention and early intervention. It considers the security of

the physical plant as well as the mental health and well being of the students. And let's all be clear: prevention is not social work. And if you don't believe me, you need only look at what's going on out in the field: mayors and police chiefs across the country are working with community partnerships on a broad range of prevention activities, and they've been clamoring for more support from the federal government for their efforts. This is a significant step in helping them.

Q. Are you forcing communities to adopt this partnership/social work model to get needed funds?

A. One of the beauties of this initiative is that the comprehensive school safety plans will be developed entirely by the local communities and tailored directly to the particular needs of the local communities. Communities across the country are out there ahead of us in understanding that you can't take this issue on piecemeal, that you have to have a comprehensive approach. We are responding to what communities are doing themselves by fashioning this one-stop approach so that they don't have to go hunting all over the government to fund the various individual aspects of their program. The application merely sets forth guidelines for what we would consider to be comprehensive.

Q. Aren't the school districts most likely to need the money, the least likely to be able to develop a solid proposal? What type of help are you offering these districts?

A. Decisions on funding will, in part, be determined by need. The issue is not how fancy an application looks, but whether a community has truly developed partnerships and approached school safety comprehensively. We will make technical assistance available to applicants and the Department of Agriculture has generously offered to provide technical assistance to applicants which are rural enterprise zones. Having said all that, we have to be mindful that the funds are limited and at this point, only 50 communities will be able to participate in the program. My hope is that if we are successful in the first 50 communities, Congress will agree to expand the program in future years.

Q. What criteria are you placing on the types of school districts eligible?

A. Applicants must provide documentation of the community need. This information must include statistics relating to risk factors among students, such as drug use, truancy, suspensions and expulsions, incidents of serious and violent crime, and referrals to juvenile justice and mental health services. A school district that cannot demonstrate need is not eligible for funding under this initiative.

Q. What can \$3 million do in a large school district?

A. In circumstances where it is not feasible or appropriate to implement a comprehensive strategy for an entire school district, an applicant can designate a smaller catchment area with the district with an appropriate rationale. (A catchment area is a high school and its feeder middle and elementary schools.)

Q. What will happen when funding ends?

- A. When applying for funding, applicants must address the potential of continued project support once Federal funding ends. However, it is our hope that through this initiative, communities will begin to think differently about violence and approach prevention in a more comprehensive manner.

- EOP web page
- Library
- Radio Address
Press Paper from earlier
↳ School safety/Education

W

Application #24

Jonesboro Public Schools LEA

Rivendell Behavioral Health Services

Jonesboro Police Department

Jonesboro, Arkansas

*I know that's
connect but
no one
thinks that***"Safe Schools/Healthy Students Initiative"**

Located in the heartland of the United States, Jonesboro, Arkansas, is an example of an "all-American city" that faces escalating social risk factors. In March 1998, two middle school students shot numerous people, killing four students and a teacher. This random violence sent the schools and surrounding areas into shock, grief, and fear, with few options for dealing with the issues. In addition, crime rates for juveniles (alcohol and other drugs, physical force, and weapons) have increased 41% since 1990. The LEA serves 20,460 young people under the age of 18 in Craighead County, which includes four school districts: Jonesboro, Westside, Nettleton, and Valley View. While the county has been a primarily homogeneous group, 21% of the young people now in the Jonesboro School District are minority students, primarily African American. Annually, approximately 5,500 families receive food stamps, and 1,750 receive assistance from AFDC. Thirty-five percent of the children in Craighead County Schools participate in the free and reduced lunch program, with several schools qualifying as many as 80% of their students.

*what
issues?*

The partners of this initiative have designed the components to work in conjunction with existing alcohol and drug programs, human services programs, and early childhood programs such as Head Start and the United Way of Jonesboro.

Presently, there are gaps in services in Craighead County, most notably in the area of afterschool programs and social skills/academic readiness programs. The Safe Schools Initiative will serve to fill these gaps and centralize services to all of the area's youth and their families. Every child will have the maximum opportunities available to learn by reducing or eliminating obstacles in the educational environment and culture. School staff will receive age-appropriate and gender-specific training, and develop and implement "best practices" strategies. Kindergarten through 12th grade curricula will enhance alcohol and other drug education, anger management, and other appropriate social skills development. Alternative therapeutic settings will be established to continue the education of students who are temporarily suspended. The Safe Schools Initiative will also provide summer in-home services for at-risk children and families, as well as education and daycare for children of teenage mothers. Expanded school-based mental health services will be available to all families through the partnerships that have been developed. School reform will include the development and implementation of policies and procedures. The physical safety of the buildings will be improved by adding fencing, lighting, and security equipment.

The evaluation plan includes the Biometric Identification Scanning and Student Database system to allow the school districts to easily track and analyze key indicators of students' behavior and performance.

Application #413**Houston Independent School District (HISD)**

~~(needs partner names get from Linda when she gets back on Tuesday)~~

Houston, TX**Safe Schools/Healthy Students Initiative**

The HISD is the largest school district in Texas, made up of two contiguous school feeder patterns serving 212,000 students. HISD includes students from 90 countries, of whom 53 % are Hispanic, 34% are African American, 11% are Caucasian, and 2% are Asian American. There are 59,000 limited-English-proficient students, a population larger than 90% of all school districts in the nation. The district is burdened by poverty, juvenile crime, violent behavior, delinquency, truancy, alcohol and drug use, and other adverse social conditions. Student involvement with alcohol and drugs is over-represented at every grade level. Even at the elementary school level, rates of marijuana use doubled from 2% in 1996 to 4% in 1998. The school district is also has high rates of school violence and victimization, suspensions, drop-out, truancy, and expulsions.

A broad spectrum of community mental health and social service organizations provide services through partnerships with the school district to the target feeder patterns. These organizations include child protective services, community youth services program, mental health services administration, community anti-drug coalitions, and a gang violence reduction team.

The SS/HS will hire infant mental health specialist to provide school- and home-based services to preschool children. HISD currently implements a variety of high-quality programs and services designed to decrease the incidence of alcohol and other drug use and violence. The SS/HS will expand the needs assessment and focus groups to provide a basis for future program development, implement a multi-family relationship-building program, and establish after-school programs to address this critical program element. An existing comprehensive dropout-prevention program will be expanded to serve 13 additional elementary schools, employ additional clinical social workers and counselors, and offer case management and coordination services. A clear code of student conduct outlines the rights and responsibilities for all staff, students, and parents. Despite this policy, however, significant discrepancies remain. The SS/HS will establish programs to reintegrate students from the juvenile justice system and to manage information and analyze data on violent and non-criminal incidents. In terms of educational and school reform, a classroom-based social skills curricula and conflict resolution approach are recommended. School security measures will be intensified and amplified, including the installation of metal detectors and surveillance cameras at all school facilities, assignment of probation officers to the high schools, and implementation of several existing comprehensive community based strategies that provide long-term systematic approaches to reduce violence and crime in and surrounding the school.

The evaluation study will be carried out by a team of investigators from the Center for Health Promotion Research and Develop of the University of Texas at Houston Health Science Center's School of Public Health.

Application #368
Baltimore City Public School System
Baltimore Mental Health Systems, Inc.
Baltimore City Police Department
Baltimore, Maryland

Baltimore's Safe Schools/Healthy Students Initiative

Baltimore is the nation's thirteenth largest city with a population of 645,943. In this urban area, 21.3 percent of all persons live in poverty, while 56 percent of single female-headed households with children under the age of five live in poverty. This year, Baltimore City Public School System will serve 105,379 students: 4,041 in pre-kindergarten, 51,185 in grades K-5, 23,595 in grades 6-8, and 26,558 in grades 9-12. Of these students, 67.9% qualify for free/reduced meals.

Baltimore's youth are at risk for experiencing violence, substance abuse, and/or mental health programs. Homicide is the leading cause of death for adolescents with a violent death rate of 146.6 per 100,000 youth, and the juvenile arrest rate is three times the national average at 685.3 per 100,000 youth. The special education rate for the district is 38% higher than for the rest of the state, and only 36 per cent of high school students graduate on time. Based on almost every indicator of need, children in Baltimore are at high risk for experiencing violence, substance abuse, and/or mental health problems. The schools for initial implementation were selected.

With a history of successful collaboration, the project will be overseen by a Steering Committee including agency heads of all participating agencies, as well as parent representation. The Chief Academic Officer of Baltimore Public School System and a professor from Johns Hopkins University will co-chair the committee.

Through a city-wide process, the school district will work towards the goal that: children enter school ready to succeed; children and young adults receive an effective education; children live in nurturing families; children live in safe communities; and families become self-reliant. On the basis of need and community risk factors, two middle schools and their feeder elementary schools have been selected to receive comprehensive services, as well as the two neighboring high schools. The efforts, which have been crafted to complement the various models already in place, will be expanded in the project's subsequent years. The initiative will ensure that pregnant youth and young mothers in the target schools are linked with home visiting and clinic-based programs, including access to nurses. Effective practices for improving academic performance and school climate will receive increased focus. Prevention efforts, especially in middle schools will be expanded and strengthened. Increased attention will be given to children of substance abusing parents. Plans also include the substantial increase in after-school, summer school, and family support programs. Mental Health Systems and the Public School System will jointly oversee an extensive program of school-based mental health services, and "wraparound" services will be developed that recognize that children live in the embedded contexts of family, school, and community. Neighborhood parent liaisons will facilitate linkage with and support to parents, while an energized program of community policing will increase law enforcement involvement in schools and surrounding areas.

Johns Hopkins University Prevention Research Center has collaborated with the school district for more than 15 years. They will conduct the evaluation process which focuses on the

Application #315
Wyoming Indian Schools: Indian Health Service
Tribal Law Enforcement Agency
Wind River Indian Reservation, Ethete, WY

Wyoming Indian Schools Safe Schools Healthy Student Initiative

The Wyoming Indian Schools (WIS) is a small K-12 school district comprised of three separate facilities (one elementary, one junior high, and one high school) on the Wind River Indian Reservation in West Central Wyoming. This is the nation's second largest reservation, home to approximately 4,000 Northern Arapaho and 2,000 Eastern Shoshone. The 750 students in the WIS district are in dire need of services and bear a disproportionate social and personal burden associated with violence and substance abuse. This includes a high prevalence of drug use and arrest rates, and excessive rates of suicide, homicide, juvenile delinquency, and accidental death. Although early intervention programs exist on the reservation, they do not adequately meet the needs of the youth. For example, in 1998, only 28 of preschool children who qualified for special services could be accommodated. The Indian Health Service is the only non-reservation provider of mental health services; the existing mental health provider can only serve 40% of children and families in need. These problems, coupled with a sharp rise in antisocial behavior, violence, limited English proficiency, a high drop-out rate, child abuse and negligence, and extreme poverty underscore the need for additional resources for the students on the Wind River Indian Reservation.

Program partners include the Wyoming Indian Schools, the Indian Health Service, and the Wind River Office of Law Enforcement Services. The school system has worked with a range of organizations and agencies to provide the necessary services to fill widening gap between need and services. This includes the Bureau of Indian Affairs Social Services, the Shoshone and Arapaho tribal courts, the Parent Information Center, and the Child and Youth Advocacy Center.

The program will use the services of health care educators, practitioners, social workers, counselors, psychologists, grandparents advisors, and school resource officers who will work as a team out of the Intergenerational Family Resource Center to provide prevention and intervention programs focusing on the mental and emotional health of the preschool population. Alcohol, drug, and violence prevention and early intervention programs will target individual students and his/her peer group. These programs will aim toward ameliorating gangs and violence, and incorporate an anti-violence and drug curriculum throughout the school and community. The Intergenerational Family Resource Help Center will coordinate the provision of mental health services that are currently going unmet in the community. A school resource officer will forge the needed link between tribal law enforcement and the school. This officer will work with social workers, mentors, psychologists, educators, counselors, and school and other law enforcement personnel to enhance school safety. An education and intervention component is designed to build mutual respect between law enforcement and students. School reform will be part of a comprehensive effort to improve teaching and bring about rigorous academic standards, high teacher expectations, and success in the meeting of performance standards and accreditation.

The WIS, in cooperation staff at the Montana State University have developed an evaluation plan

high school

Application #369
Denver Public Schools
Mental Health Corporation of Denver
Denver Police Department
Denver, Colorado

M/A

"Denver Community Partnership for Safe Schools and Healthy Students"

The Denver Public Schools is an urban school district serving 69,000 children of many cultures and ethnicities who together speak 81 languages in 81 elementary, 18 middle, 12 high, and 9 alternative schools. Almost half of the students are Hispanic, 24.4% non-Hispanic white, 21% African American, 3.4% Asian, and 1.4% American Indian. The enrollment by age is 37,712 elementary, 13,976 middle school, 16,281 high school students. Over 27% of children live in poverty and 40% of the elementary schools have mobility rates over 100%, meaning that the number of children who enter and leave within a year more than equals the total school enrollment. Almost 35% of freshmen fail to graduate. School funding for psychologists, social workers, and other family support has decreased over the last few years despite a 21% growth in the population. The Denver Police reports that approximately 3 in every 10 youth aged 10-17 has been arrested.

*Compare Home 10/1000
Raleigh*

The three convening partners of this effort will be joined by representatives from the Mayor's Office, other juvenile justice agencies, social services, child welfare, early childhood education representatives, community-based organizations, youth and parent representatives. These representatives will serve on a Coordinating Council to implement and oversee the program.

The Denver Community Partnership intends to make schools safer through training early childhood providers on early identification of risk factors and implementation of a school-based violence prevention curriculum to reach 5,000 young children. A home visitation/parent education program will be provided for 150 teen mothers during the prenatal period continuing through age 3. An additional 350 children ages 0-8 and their families will receive support services through Head Start and Child Care Centers. The early childhood team will also provide case management services and early behavioral intervention to 150 infants as they enter the foster care system. These early interventions are designed to change the negative outcomes for many of these foster children by focusing on bonding and attachment issues. Children will also be linked to services through the Community/Schools Assistance Teams, and individualized plans will be developed for truant students to help them reintegrate into school. After-school programming will be expanded at six middle schools that will also serve as Neighborhood Centers. Recognizing the importance of a visible security presence to make its students feel safer, uniformed police officers and additional school security officers will be added. Schools will also be outfitted with security equipment if the need is identified. The combination of strategies will ultimately benefit all 69,000 children in the Denver Public Schools, and an additional 2,000 children who are in early childhood programs at an average cost of \$42 per child.

A multi-faceted evaluation plan will bring together the considerable expertise of Partnership members assigned to evaluate specific projects and collect community indicator and service data.

1/2/1/2

Application #176
New Haven Board of Education
Connecticut State Department of Children and Families
New Haven Department of Police Services
New Haven, Connecticut

"New Haven Safe Schools/Healthy Students Initiative"

New Haven is home to 130,474 residents, of whom 49% are Caucasian, 35% African-Americans and 13.2% Hispanic. New Haven's poverty rate is three times that of the statewide rate and single mothers account for one-third of families. The New Haven Public School system serves 19,385 students grades K-12. The district has 26 elementary schools, 7 middle schools, 7 transitional centers, and 7 high schools (including 5 alternative high schools). The percentage of 4th, 6th, and 8th grade students who met the Connecticut Mastery Test goal for reading, writing and mathematics is 9.2%, 5.6% and 6.1% respectively. The annual drop-out rate for grades 9-12 is 9.7% as compared to 3.9% statewide. Rates for juvenile crime are high, with 2,055 per 100,000 youth being arrested in 1995. This figure is 306% higher than the state average. While the city does have some after school programs and mental health services to address these problems, they are limited in number and cannot meet the need for services. (Note: over 45 allied agencies were listed)

The New Haven initiative is an expansion of a current partnership with the Department of Police Services, Juvenile Probation Office, and the Yale Child Study Center. A District Student Support Team consisting of these partner members and other allied agencies will coordinate service delivery, monitor efficiency of services, and establish cross-agency procedures for referral and points of entry.

The goal of the New Haven initiative is to create an infrastructure of collaboration and expand current efforts to improve school safety and child well-being. Early childhood needs of families will be addressed through the addition of a Family Resource Center, two additional Children and Parents Succeeding sites, and home-based mental health and case management services. Parent leadership training and an Early Childhood Resource Van will supplement these efforts. To improve the school climate and reduce/prevent alcohol, drug and violence, a social development curriculum will be updated and on-going teacher training provided. The school will provide outreach coordinators to link students and families to services. At least 150 students will be paired with adult mentors. These mentors and other staff will also assist students making transitions from alternative placements back to regular-education settings. All schools will have either a part-time or full-time mental health clinician and all K-5 students will be screened by trained teachers for problem behaviors requiring further intervention. A School Safety Policy Work Group will convene to review current policies and revise them as warranted. Law enforcement will play a major role in reducing truancy through enforcement and home visits. A police athletic league will be also expanded to provide youth with prosocial adult role models.

A three-part evaluation strategy will be utilized to obtain baseline data, to document the extent and quality of the plan's implementation, and to look at specific outcomes. Three research agencies will be responsible for coordinating the evaluation plan.

W

Application # 180
Portland Public Schools, District 1
Multnomah County Community and Family Services
Multnomah County Juvenile and Adult Community Justice
Portland, Oregon

"The Portland Partnership Plan"

Portland Public Schools, the largest district in the Pacific Northwest, serves 55,831 students from inner-city, suburban, and rural communities, in 90 elementary, middle, and high schools; 11 special focus and alternative schools; and 24 support facilities. Minority students comprise 35% of the enrollment and 38% qualify for federal free or reduced-price meals program. This area is home to Oregon's largest concentration of African-American families, with a significant influx of students from Latin America, southeast Asia, and the former Soviet Union. Over 60 different languages are spoken in the district, and students whose home language is other than English represent 8% of the enrollment.

A sampling of the organizations actively involved in this initiative include: Portland Police Bureau; Multnomah County Children's Mental Health Partnership; the Multnomah County Behavioral Health Division Advisory Council; Child and Adolescent Mental Health and Substance Abuse; SuperSAC, the school district superintendent's student advisory council; the Portland Public Schools Board of Education; and the Portland Public Schools Student Services Advisory Committee and the Regional Drug Initiative.

The Portland Partnership Plan will ensure that all students attending Portland Public Schools can learn in a safe, healthy, disciplined, and drug-free environment. Early childhood psychological and emotional development programs will be provided by building the capacity of the child care provider system to address the needs of young children with significant problems related to their psychosocial development, and to increase the availability of mental health services promoting healthy early childhood development from birth through age five. Alcohol and other drug and violence prevention and early intervention will be undertaken by partnering with city, county, and community agencies, families, and students in grades K-10 to build youth assets and to address problems that contribute to drug use and violence. Safe school policies will link policies and practices used to respond to attendance and disciplinary violations with services and supports necessary to improve student behavior and increase school safety. Educational reform will integrate student health and school safety programs and activities into district and local school improvement plans for improving student performance. Finally, school safety specialists will be assigned to the school police department.

The evaluation plan will be a collaborative effort between the Portland Public Schools Research, Evaluation, and Assessment Department and external evaluation contractors in the Multnomah County Program Design and Evaluation Services and Department of Support Services, Budget and Quality Assurance Office.

1/2/1/2

Application #289
School District of Pittsburgh
Allegheny County Department of Human Services
The City of Pittsburgh Police Bureau
Pittsburgh, Pennsylvania

"The Pittsburgh Safe Schools/Healthy Students Initiative"

The large urban School District of Pittsburgh enrolls nearly 40,000 students in 56 elementary schools, 18 middle schools, 11 high schools, 2 alternative schools, 5 special schools, and 1 adult education center. The student population is 56% African American, 42% non-Hispanic white, 1% Asian, 0.4% Hispanic, and 0.1% American Indian. Sixty-four percent of students receive free or reduced-price lunch and 32% of families receive public assistance. Other problems faced by students include drug activity, crime, and presence of gangs, deteriorating housing, and lack of developmental supports, such as proper nourishment. Nine of the 93 PPS will receive intensive support services and the others will receive skill-based training on tools for screening for mental health, violence prevention/intervention and alcohol/other drug use/abuse.

The School District of Pittsburgh has established a solid collaborative relationship with numerous social service agencies that are actively involved in this initiative. A sampling of these agencies include Allegheny County Children and Youth Services; the Center for Victims of Violent Crimes; the Urban League of Pittsburgh; the National Council of Urban Peace and Justice; Urban Youth Action, the Allegheny County Department of Human Services, Office of Juvenile Court Administrators; and the Department of Public Safety-Bureau of Police..

Activities funded by this proposal will address the challenges faced by Pittsburgh Public Schools (PPS) in accurately identifying children at risk of violence and negative mental health outcomes and in connecting these children with appropriate resources. . The early childhood program will provide training to parents and develop a parent support network. It also will provide preschool children with readiness deficiencies additional support to supplement home and preschool experiences. Alcohol and other drugs and violence prevention activities will include educating parents by conducting regionally sponsored workshops and seminars at schools and in communities. These workshops will explain early warning signs and how to seek help for violent behavior and alcohol and other drug use. School and community mental health services will include training to school staff on how to conduct and/or access screening and assessment services by increasing the availability of behavior health professionals. Additional services will include hiring and training three Parent Support Specialists who will be housed in the PPS's three regions. Training to school staff will address holding students accountable for behavior, strategies for effective intervention and discipline and safely assessing potentially violent situations. School staff will also receive a new listing of mental health/alcohol/drug and violence services. The school will review, complete and conduct semi-annual reviews of their new Safe School Plans.

The program evaluation will include formative and process evaluations, program monitoring, and an outcome evaluation. The evaluation will be conducted by the Center for Violence and Injury Control, Allegheny-Singer Research Institute.

456.7028

ALASKA

Delta Junction	Delta/Greely School District Contact: Laural Jackson (907) 895-4657	\$ 930,047.43
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ARKANSAS

Jonesboro	Jonesboro Public Schools Contact: Dr. Jackie McBride (870) 933-5800	2,786,926.35
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ARIZONA

Show Low	Northern Arizona Academy Contact: Scott McKee (520) 537-4060	433,089.84
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Pinon	Pinon Unified School District #4 Contact: Mary Robertson-Begay (520) 725-3450	801,232.20
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CALIFORNIA

Los Angeles	Los Angeles Unified School District Contact: Marta L. Bin (213) 625-5110	2,790,000.93
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Riverside	Riverside Unified School District Contact: Susan J. Rainey (909) 788-7130	2,422,180.35
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San Luis Obispo	San Luis Obispo County Office of Education Contact: Jayma Newland (805) 782-7271	635,460.63
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San Francisco	City and Cty of S.F. Unified School Dist. Contact: Trish Bascom (415) 749-3400	2,788,878.42
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COLORADO

Denver	School District #1, city and County of Denver Contact: John Leslie (303) 764-3433	2,789,999.07
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CONNECTICUT

New Haven	New Haven City School District Contact: Ms. Dee Speese-Linehan (203) 946-7443	2,789,997.21
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Waterbury	Waterbury Department of Education Diane T. Summa (203) 574-8354	2,537,140.44
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DELAWARE

Newark	Christina School District Thomas Downs (302) 454-2000	1,373,536.53
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DISTRICT OF COLUMBIA

Washington, D.C.	Maya Angelou Public Charter School Eve Brooks (202) 488-3990	2,641,146.06
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FLORIDA

Fort Myers	The School District of Lee County Doug Whittaker (941) 337-8307	2,728,211.73
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Largo	Pinellas County Schools Charles D. Eubanks (727) 588-6299	2484171.36
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GEORGIA

Baxley	Appling County Board of Education Contact: Sheila Tillman (912) 367-8600	781,572.00
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HAWAII

Millilani	Hawaii State Department of Education Contact: Aileen S. Hokama (808) 627-7478	1,859,973.03
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ILLINOIS

Cicero	J.S. Morton H.S. Dist. 201 Contact: R.W. Giles (708) 222-5784	1,805,640.57
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IOWA

Des Moines	Des Moines Ind. Commty. School Dist. Contact: Dawn E. Francis (515) 242-8147	2,443,622.43
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KANSAS

Hays	Hays Unified School District #489 Contact: Mark Hauptman (785) 623-2400	840,937.62
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KENTUCKY

Jefferson County	Jefferson County Public Schools	2774001.21
	Contact: Pam Carter (502) 485-3260	

MAINE

Washington	Washington County Consortium for School Improvement	929292.27
	Contact: Nancy Melhorn (207) 255-1219	

MARYLAND

Baltimore	Baltimore City Public School System	2641203.72
	Contact: Phil Leaf (410) 955-3962	

MASSACHUSETTS

Springfield	Springfield Public Schools	2728606.98
	Contact: William R. Thayer (413) 750-2302	

MICHIGAN

Lansing	Lansing School District	2,751,448.71
	Contact: Suzanne Brook (517) 325-6183	

MINNESOTA

Fertile	Fertile-Beltrama School ISD #599	930,001.86
	Contact: Dan Wilson (218) 281-3940	

MISSOURI

St. Louis	St. Louis Public Schools	1,519,390.29
	Contact: Linda Riekes (314) 345-2465	

MONTANA

Missoula	Missoula County Public Schools	800,470.53
	Contact: Larry Johnson (406) 728-2400 x1025	

NEW MEXICO

Gallup	Gallup-McKinley County Schools	857329.80
	Contact: Robert Gomez (505) 722-7711	

NEW YORK

Auburn	Auburn Enlarged School District Contact: Philip Uninsky (518) 434-6348	1852283.79
Westbury	Board of Cooperative Educational Services of Nassau County Contact: Laura Lustbader (516) 826-8435	576977.58
Yonkers	Yonkers City Schools Contact: Gladys Pack (914) 376-8213	1833659.61

NORTH CAROLINA

Raleigh	Wake County Public School System Contact: Ron Anderson (919) 850-1650	2751039.51
Winston-Salem	Winston-Salem/Forsyth County Schools Contact: Donald Martin, Jr. (336) 727-2292	1218889.62

OHIO

Cleveland	Cleveland Municipal School District Contact: James Wingo (216) 574-8587	2790000.00
Columbus	Columbus City School District Contact: Maurice Blake (614) 365-5737	2641948.65

OKLAHOMA

Idabel	Idabel Public Schools Contact: Jane Wooten (580) 286-7639	651312.48
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OREGON

Portland	School District No. 1 Contact: R. Patrick Burk (503) 916-3220	2747999.34
Redmond	Crook Deschutes Education Service District Contact: Kathy Emerson (541) 923-8900	928252.53
Springfield	Springfield School District Contact: Janon Kent (541) 726-3200	2779204.56

PENNSYLVANIA

Philadelphia	School District of Philadelphia Contact: Gary Ledebur (215) 299-7461	2770844.79
Pittsburgh	School District of Pittsburgh Contact: Andrew King (412) 665-4960	1617248.61

RHODE ISLAND

Newport	Newport Public Schools Contact: Mary Canole (401) 847-2100 x 213	899562.96
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SOUTH CAROLINA

Anderson	Anderson School District Five Contact: Van Roe (864) 260-5021	1857951.21
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TENNESSEE

Tazewell	Clinch-Powell Educational Cooperative Contact: Dwight Snodgrass (423) 626-4677	929357.37
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TEXAS

Georgetown	Georgetown Independent School District Contact: Jim Gunn (512) 943-5000 x 5015	1251394.98
Houston	Houston Independent School District Contact: Ada Cooper (713) 892-6818	1996271.04

UTAH

Davis County	Davis County School District Contact: Peggy Hill (801) 444-5132	1859999.07
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VIRGINIA

Norfolk	Norfolk Public Schools Contact: Denise K. Schnitzer (757) 441-1516	2643198.57
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WASHINGTON

Bremerton	Olympic Educational Service District 114 Contact: Kristin Schutte (360) 405-5833	2452237.02
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WEST VIRGINIA

Hamlin	Lincoln County Board of Education	778294.68
	Contact: Donna Martin (304) 824-5801 x 248	

WISCONSIN

Madison	Madison Metropolitan School District	2782932.00
	Contact: Mary Gulbrandsen (608) 266-6227	

WYOMING

Ethete	Wyoming Indian Schools	879104.82
	Contact: Garrett Goggles (307) 332-2992	

Laramie	Albany County School District #1	684690.18
	Contact: Diana Seabeck (307) 721-4445	

KEEPING OUR CHILDREN SAFE

A DEMOCRATIC RECORD OF ACCOMPLISHMENT

GIVING PARENTS THE TOOLS THEY NEED TO PROTECT THEIR CHILDREN

Helping Parents Control What Comes Into Their Living Room with the V-Chip. Under strong leadership from the White House and Congressional Democrats, the Telecommunications Act of 1996 was signed into law containing V-chip legislation, to help give parents new tools to help them screen out television programs that are not fit for their kids. By January 2000, all new televisions are scheduled to include this screening technology.

Giving Families A New Tool -- A Content-Based Television Ratings System. Striving to protect children from violence and adult content on television, the President and Vice President garnered a breakthrough agreement from the television industry to create a content-based voluntary ratings system. The new system went into effect October 1, 1997, giving parents the information they need to determine if TV shows are appropriate for viewing by their children and to identify which programs they may want to block from their homes through screening technology (the V-chip). The voluntary rating system includes age- and content-based ratings.

Promoting a "Family Friendly" Internet. Democrats have worked together to make cyberspace a safe place for children. The Administration has enlisted the assistance of numerous stakeholders, including industry leaders, teachers, parents, Internet users and librarians to work towards the creation of a "family friendly" Internet. The Administration's three part strategy includes: (1) industry commitments to provide blocking, filtering and labeling technology for use by parents and teachers using the 'Net; (2) effective enforcement of existing laws; and 3) increased parental awareness and involvement. This strategy is designed to give parents and teachers the tools they need to prevent children from getting access to inappropriate material on the Internet, and to guide them towards high-quality educational resources.

PROMOTING SCHOOL SAFETY

Launching a Community-Wide Response to School Safety and Youth Violence. To help communities throughout the country promote a coordinated, comprehensive response to school safety, the Administration launched a new Safe Schools/Healthy Students initiative designed to help 50 cities develop and implement community-wide school safety plans. Through the initiative, the Departments of Justice, Education, and Health and Human Services will provide over \$180 million this year, and a total of \$380 million over three years for communities to fund comprehensive school safety plans that include anti-truancy initiatives, mentoring, mental health services, conflict resolution programs, school resource officers, and more -- helping to promote healthy development and to prevent youth violence before it occurs.

Hiring School Resource Officers, Targeting Assistance to Schools with Serious Crime Problems. To help give schools with crime problems the tools they need to put the security of our children first, the President created a new \$65 million initiative to hire up to 2,000 community police and School Resource Officers to work in schools -- and to train police, educators and other members of the community to help recognize the early warning signs of violence.

Helping to Make All Schools Safe, Disciplined and Drug-Free. In 1994, President Clinton expanded the Drug-Free Schools Act into the Safe and Drug-Free Schools Act, making violence

prevention a key part of this program. Safe and Drug-Free Schools provides support for violence and drug prevention programs to nearly all of the nation's school districts. This year, President Clinton proposed a significant overhaul of this nearly \$600 million Safe and Drug-Free Schools and Communities Program as part of his ESEA legislation. Under the proposal, schools will be required to adopt rigorous, comprehensive school safety plans that include: tough, but fair, discipline policies; safe passage to and from schools; effective drug and violence policies and programs; annual school safety and drug use report cards; links to after school programs; efforts to involve parents; and crisis management plans.

Working to Provide Safe After-School Opportunities for More than a Million Children a Year. Due to the efforts of President Clinton and Congressional Democrats, funding for the 21st Century Community Learning Centers program expanded to \$200 million last year -- supporting hundreds of school-based after-school programs in rural and urban schools in 44 states and the District of Columbia, including weekend and summer programs. This year (FY 2000), the President proposed to triple this initiative -- to \$600 million -- to provide safe and educational after-school opportunities for up to 1.1 million school-age children in communities across the country.

KEEPING GUNS AWAY FROM YOUTH

Won Passage of the Brady Bill. Through the determined leadership of Congressional Democrats and President Clinton, the Brady Bill was signed into law in November 1993. Since taking effect in 1994, the Brady Law has helped to prevent over 400,000 felons, fugitives, stalkers, and other prohibited purchasers from buying guns. In November 1998, the National Instant Criminal Background Check System (NICS) took effect under the Brady Law, allowing access to a fuller set of records that law enforcement officials can use to conduct checks of all prospective gun purchases -- not just for handguns. In its first 6 months, NICS has conducted over 4 million background checks on gun purchasers, and the FBI has stopped over 90,000 illegal gun sales.

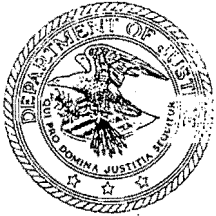
Cracking Down on Illegal Gun Trafficking with the Youth Crime Gun Interdiction Initiative. In 1996, President Clinton launched the Youth Crime Gun Interdiction Initiative (YCGII) in 17 cities to help trace crime guns to their source, as well as identify and arrest the adults who traffic firearms to children. Over the past two years, the President has expanded the YCGII initiative to 37 cities ATF agents have conducted more than 200,000 crime gun traces for local law enforcement. Last year alone, ATF initiated over 300 investigations in these cities, which involved over 3,300 illegally trafficked firearms. Additionally, over the last two years the President has proposed hiring more than 280 new Bureau of Alcohol, Tobacco, and Firearms (ATF) agents and more than 40 new Federal prosecutors to arrest gun traffickers and violent criminals, and crack down on illegal gun sales.

Signed into Law the Youth Handgun Safety Act. As part of the historic 1994 Crime Bill, President Clinton signed into law the Youth Handgun Safety Act, which generally banned the possession of handguns or handgun ammunition by juveniles under the age of 18, and made it a Federal offense for adults to transfer handguns to juveniles, with limited exceptions. In 1997, the President directed the Treasury Department to require that signs be posted on the premises of Federal firearms licensees and that written notification be issued with each handgun sold to non-licensees to help ensure compliance with the Youth Handgun Safety Act.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools. With the help of Congressional Democrats, in October 1994, President Clinton signed into law the Gun-Free Schools Act, requiring school districts to expel students who bring guns to school. In the 1997-98 school year, the U.S. Department of Education estimates that under zero tolerance policies, 3,930 students were

expelled from public schools for bringing a firearm to school., down by 31 percent from the previous school year.

Introduced the Youth Gun Crime Enforcement Act. This spring, Congressional Democrats introduced the President's comprehensive legislation to strengthen the Brady Law and the assault weapons ban, restrict access to guns by our youth and criminals, and crack down on illegal gun traffickers. The President's bill: (1) closes the gun show loophole by requiring background checks for all gun sales; (2) raises the age of the youth handgun ban from 18 to 21 years of age; (3) bans youth possession of semi-automatic assault rifles; (4) prohibits violent juveniles from ever owning guns; (5) requires child safety locking devices for guns; (6) reduces illegal gun running by limiting the purchase of handguns to no more than one per month; (7) halts the importation of large capacity ammunition magazines; and (8) helps law enforcement trace more crime guns to their source.



Office of the Attorney General
Washington, D. C. 20530

274092

August 5, 1998

The President
The White House
Washington, DC 20500

Dear Mr. President:

You have announced that you will host a White House Conference on School Safety on October 15, 1998. We join you in recognizing school safety as an issue of great importance to our Nation and offer the assistance of the Department of Justice in preparing for the conference.

On March 25, 1998, following the school shootings in Pearl, Mississippi; West Paducah, Kentucky; and Jonesboro, Arkansas, you directed the Department of Justice to convene a group of experts to analyze the three shootings for commonalities and to assess what could be done to prevent similar tragedies from occurring in the future. (There have since been fatal school shooting incidents in Edinboro, Pennsylvania and Springfield, Oregon.) In response, we met twice, once at the Department of Justice and once at the White House, with nationally recognized youth violence experts to discuss what the shootings reveal about youth violence and school safety in the United States and what the Federal Government should do to prevent further acts of youth violence.

While the experts advocated a comprehensive approach to stemming youth violence that involves accountability, as well as early intervention and prevention, they felt comfortable with the level of attention already being given to accountability. They advised that the Federal Government's efforts should be directed toward prevention and early intervention. They repeatedly expressed concern that there are inadequate human and financial resource investments in intervention and prevention strategies. The experts articulated a number of themes that should serve as guideposts for our ongoing efforts to address the problem of youth violence. Those themes are: identification of warning signs/need for early intervention; data sharing/collection/dissemination; guns; non-violent ways to deal with aggression and resolve conflicts; promotion of adult supervision; promotion of positive entertainment; and punishment/accountability.

AUG 11 1998

The action plan at Enclosure A recommends several additional steps that the Federal Government could take to help reduce youth violence at the local level. The experts suggested that we focus primarily on two objectives:

- Providing significant federal resources for local comprehensive youth violence prevention and early intervention efforts; and
- Widely disseminating information about effective and promising strategies for preventing youth violence so that they can be put to use in local communities.

As you know, we have proposed \$95 million in funding for prevention efforts as part of our current juvenile justice proposal. In both your June 13, 1998 radio address and your July 20, 1998 address to the American Federation of Teachers, you called on Congress to appropriate these funds. The next several weeks are pivotal as the appropriations committees consider our budget request. We must harness the momentum the recent school shooting tragedies have created to secure this funding through the appropriations process, even though it appears that the authorizers will not take the issue up this year.

The action plan describes several ways you could use the bully pulpit of your office to focus public attention on the need to devote increased federal resources to local violence prevention strategies. You have already announced that you will release the Annual Report on School Safety during the White House Conference on School Safety. We encourage you to use the report's release as an opportunity to stress the importance of local communities' developing and implementing their own prevention efforts and to foster public support for increased federal spending on prevention. The Departments of Justice and Education stand ready to join you in this effort. In addition, our suggestions for ways to complement the White House Conference on School Safety and amplify our prevention message include:

- Your designating a "National School Safety Day" and on that day making a televised Presidential address on school safety directly to students, which would be followed by in-school discussions about safety and responsibility; and
- Secretary Riley and the Attorney General conducting several 1-day regional meetings across the country to focus the American public on the importance of prevention strategies in reducing youth violence and thereby fostering a political climate that is supportive of comprehensive youth violence prevention legislation.

The Federal Government can and should do more to synthesize and disseminate information about effective and promising strategies so that, with or without increased federal funding, interested local communities can put those strategies to use. The Departments of Justice and Education will develop several new publications:

- Guidelines for educators to assist them in identifying warning signs and obtaining appropriate services for children in need of assistance;
- A model crisis response plan that will provide schools with recommendations regarding what they should do when an emergency/crisis strikes;
- A series of "What Works" monographs describing practical, successful strategies for reducing youth violence; and
- A series of "Get Involved" pamphlets encouraging various subsets of a community to volunteer their time and talents in helping to prevent youth violence.

In addition to devoting increased federal resources to prevention and early intervention strategies and getting information about those strategies into the hands of those in a position to use them, an interagency working group will:

- Explore how to promote data sharing among community agencies that deal with children, including schools, law enforcement, health and social services;
- Explore how further to promote conflict resolution and problem solving among youth in school and community settings;
- Determine whether and how to collect additional data regarding youth violence;
- Evaluate the federal quick response to local school violence crises and make improvements as necessary; and
- Develop a plan to improve access to mental health services for youth in under-served areas.

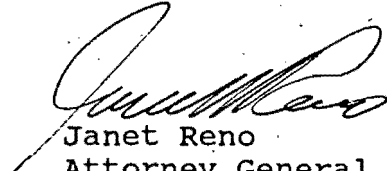
The Attorney General and the Secretary of Education held a session on July 23, 1998 to talk directly to youth about violence, crime, guns and drugs and to seek their opinions regarding solutions to these problems. Additional sessions may

The President
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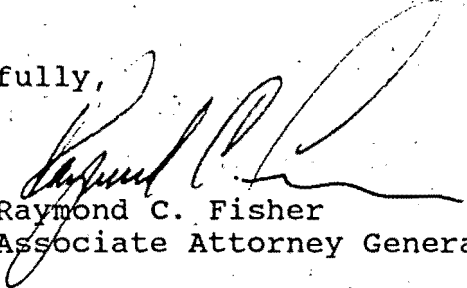
be scheduled. Our youth violence experts' information and advice have been invaluable in developing our plans and recommendations. While we anticipate calling on these and other experts again in their individual capacities, we do not see the need to form a formal advisory board at this time.

We appreciate this opportunity to update you on the Department of Justice's plan for decreasing youth violence through prevention and early intervention. We look forward to working with you on these important efforts and on the White House Conference on School Safety.

Respectfully,



Janet Reno
Attorney General



Raymond C. Fisher
Associate Attorney General

Enclosure

ENCLOSURE A

**Action Plan for
Decreasing Youth Violence
Through Prevention
and Early Intervention**

Action Plan for Decreasing Youth Violence Through Prevention and Early Intervention

I. Background

On March 25, 1998, following the school shootings in Pearl, Mississippi; West Paducah, Kentucky; and Jonesboro, Arkansas, the President directed the Department of Justice to convene a group of experts to analyze the three shootings for commonalities and to assess what could be done to prevent similar tragedies from occurring in the future. (There have since been fatal school shooting incidents in Edinboro, Pennsylvania and Springfield, Oregon.¹) In response to the directive, a Department of Justice/Department of Education working group organized two meetings, one at the Department of Justice on April 7, 1998, and the other at the White House on April 24, 1998. The meetings brought together nationally-recognized youth violence experts from a wide range of disciplines to discuss what the shootings reveal about youth violence and school safety in the United States and what the Federal Government should do to help prevent further acts of youth violence. (See Tab 1 for a list of the youth violence experts.)

The experts counseled against looking at the three named incidents in isolation. Rather, they emphasized that the incidents must be viewed in the larger national context. The experts also agreed that while each of the incidents happened at a school, the issues are not limited to the school setting and discussion should focus more broadly on youth violence.

Perhaps most remarkably, the experts -- academics, practitioners and law enforcement alike -- reached quick consensus that the efforts of the Federal Government should be directed toward prevention and early intervention. While all advocated a comprehensive approach that involves accountability, as well as prevention and early intervention, they felt comfortable with the level of attention already given to accountability. They repeatedly expressed concern that there are inadequate human and financial resource investments in prevention and early intervention.

Deborah Prothrow-Stith, a professor at the Harvard School of Public Health, offered a useful formula for diagramming the recent shootings and youth violence generally:

¹ On June 15, 1998, in Richmond, Virginia, a youth shot a coach and teacher's aide on school grounds during an argument with another student. Following that shooting, the President directed the Attorney General and Secretary Riley to consider how the Administration can put more police officers in our schools. The Department of Justice is currently assessing that question and will report back to the President before the start of the coming school year.

Troubled kids + guns + a culture that glorifies violence + a precipitating incident that creates anger = disaster.

The elements of the Prothrow-Stith equation prompted several thematic responses from the participating experts. These themes should serve as the guideposts for our ongoing efforts to address the problem of youth violence. As articulated by the experts, the themes are as follows:

A. Identification of Warning Signs/Need for Early Intervention

Despite their ages, children are capable of engaging in violent, potentially lethal behavior. Warning signs of such behavior exist, but are often overlooked or ignored. Communities need to learn how to detect those signs and to intervene in the life of any child who appears to be at risk of behaving violently (Prothrow-Stith, Rosenberg, Ortega, Zarin).

Effectively identifying and intervening in the lives of troubled youth requires that not only adults, but also the youth's peers, know what warning signs to look for (Poland). Youth need to understand the importance of alerting adults when a friend or classmate displays such signs. Acts of bullying are a common sign that a child is on the path to becoming violent. In a recent study, one in four middle-school students said he/she had been bullied several times in the last three months. One child in 10 reported having been bullied on a weekly basis. About one-third of these students said that it was always the same child who bullied them. Two-thirds of the youth surveyed, however, reported that when they notice another child being bullied, they do not do anything about it or tell anyone (Melton). Children must be encouraged to discuss these and other incidents with adults and adults, in turn, must take what they hear seriously and act when they learn that these incidents are occurring (Sanchez).

B. Data Sharing/Collection/Dissemination

The collection and dissemination of data about youth violence will foster a common understanding and assist in developing a common will to address this problem. The success in reducing youth homicides and decreasing youth violence generally in Boston, for example, is partially attributable to a critical mass of people looking at the data, concluding that violence is preventable and, in response, developing prevention programs and strategies (Prothrow-Stith). The experts recommended that the Federal Government take the lead in establishing several databases of youth violence information. A summary of those databases can be found at Tab 2.

C. Guns

Approximately 80 percent of youth who kill do so with guns. Further, about 85 percent of teen victims are killed with guns (Fox). These statistics reflect an increase in youth's access to,

willingness to use and expertise with guns (Rosenberg, Melton). Clearly, the problem of youth violence cannot be addressed adequately without efforts to get guns out of the hands of those youth who will use them to harm others (Prothrow-Stith).

A recent survey of youth in several rural school districts in South Carolina revealed that those students have a higher rate of gun ownership than youth in metropolitan cities. While this is to be expected given the hunting culture in rural South Carolina, one in five of the South Carolina youth, and half of the middle-school youth surveyed, reported carrying his or her gun not to hunt, but to get respect, for protection or to frighten others (Melton).

Guns can be designed and manufactured in such a way that children cannot operate them. Trigger lock technology already exists. "Smart gun" technology, which uses fingerprint recognition to unlock a gun, is in the research and development phase. The Federal Government should encourage, if not mandate, the use of such technology (Teret). Doing so will not address why children kill, but it will save lives (Teret, Rosenberg). In addition, the used gun market could be better regulated and tracked more effectively (Prothrow-Stith).

D. Non-violent Ways to Deal with Aggression and Resolve Conflicts

Most youth will choose nonviolence over violence if they have been taught conflict resolution skills; therefore, teaching youth such skills must be a priority (Povich, Sanchez, Sanford). When incidents arise that precipitate anger, youth need to know how to resolve those conflicts peacefully (Prothrow-Stith).

E. Promotion of Adult Supervision

It is important that all communities have the monetary and informational resources they need to design and implement effective after-school programs for youth. Our nation is suffering from a general withdrawal of adults from the lives of our children. Approximately half of all homicides and assaults involving juveniles occur between 2 p.m. and 8 p.m., the hours when youth are least likely to be under adult supervision (Fox).

F. Promotion of Positive Entertainment

Policies need to be developed to promote positive programming for youth, including nonviolent video and computer games (Prothrow-Stith, Fox). Numerous studies indicate that exposure to violence in the media desensitizes youth to violence (Prothrow-Stith, Backstrom). Because video and computer games are interactive, involving youth in and awarding points for killing, they may have more of a negative effect on children than the passive activity of watching violence on television. As yet, however, not much research has been conducted on the effects of violent video and computer games on youth (Melton, Fox).

G. Punishment/Accountability

While strategies of prevention and early intervention are clearly extremely important to reducing youth violence, the country needs to develop a balanced approach to juvenile justice. Such an approach requires that juvenile offenders be held suitably accountable for the crimes they commit. In addition to the possibility of criminal prosecution, juvenile offenders should face graduated sanctions and serious juvenile offenders should face blended sanctions, which extend the jurisdiction of juvenile courts to allow longer confinement and provide for a stayed adult sanction that could later be imposed should the offender either fail to conform to all sanctions the juvenile court hands down or commit a new crime (Backstrom, Fox).

* * *

The remainder of this action plan is divided into two sections. The first section proposes further efforts to provide federal support for comprehensive youth violence early intervention and prevention strategies, efforts in which the Department of Justice recommends the President play an integral role. The section also describes initiatives to synthesize and disseminate information about effective and promising strategies and identifies several areas in which we might develop additional methodologies to address youth violence. As youth access to guns is a central element of youth violence, the second section focuses exclusively on federal efforts to get guns out of the hands of those youth who will use them to harm others.

II. Next Steps

The meetings with the experts and subsequent internal discussions revealed that a critical mass of information already exists about effective and promising strategies for stemming youth violence. Indeed, the Departments of Justice and Education have a number of ongoing efforts that are responsive to the themes the experts articulated. Information about those efforts can be found at Tab 3.

Further federal efforts will focus primarily on two objectives:

- (1) Providing federal resources for comprehensive youth violence prevention and early intervention; and
- (2) Synthesizing and disseminating information about effective and promising strategies for preventing youth violence.

In addition, the Department of Justice has identified several areas in which the Administration will develop additional legislation, programs, policy and data collection/sharing methodologies to address youth violence.

A. Provide Federal Resources for Comprehensive Youth Violence Prevention and Early Intervention

Primary attempts this year to gain increased funding for prevention and early intervention efforts have focused on the authorization process in Congress. To date, the authorizing committees have not taken action. In the coming weeks, the appropriators in both Houses will be considering the Administration's budget request, which includes \$95 million for an At-Risk Children Initiative designed to fund after-school programs and other successful prevention initiatives. The Attorney General wrote to the President on May 27, 1998, urging that the Administration refocus its efforts to get significant federal funding for prevention efforts. (See Tab 4.) In turn, the President referenced the \$95 million in his June 13, 1998 radio address. Efforts must now be pursued to mobilize the appropriations committees.

At the same time, the Administration must conduct a sustained public education effort that emphasizes prevention and early intervention as essential tools in decreasing youth violence. It needs to re-energize its longstanding allies and work together with some of its newer allies, particularly those in the law enforcement community, in seeking increased emphasis on prevention. The President's personal participation is vital to this effort.

1. Prevention and Early Intervention Kick-off Event

While the President has previously supported prevention efforts, this Administration's primary focus regarding juvenile crime has been on accountability measures. The attention to accountability has fostered the important public impression that we are tough on juvenile crime. Toughness, however, is only part of the solution. It is time to give corresponding attention to prevention and early intervention.

The Department of Justice proposes that the President hold a high-profile public event at the White House announcing the Administration's dedication to obtaining funding this year for prevention and early intervention. Participants in the event would include the youth violence experts the Departments of Justice and Education convened following the Jonesboro tragedy; local law enforcement leaders, including police chiefs, school security chiefs and presidents of law enforcement associations; representatives of the education community, including teachers, administrators, counselors and school board members; and representatives of other constituency and community groups that advocate for and engage in prevention efforts. Efforts should be made to engage both local and national media in this event.

To prepare for the kick-off event, Secretary Riley and the Attorney General will convene the law enforcement and education organizations to enlist their support in this effort and to foster coordination among their various organizations. We understand that a number of organizations, including the Major City Chiefs of Police and the U.S. Conference of Mayors are planning their own prevention initiatives. In addition to reflecting the President's dedication to federal

prevention and early intervention efforts, the kick-off event would serve as a catalyst to encourage these organizations' separate and collective efforts.

2. Roll-out of The Annual Report on School Safety

The Departments of Justice and Education are preparing the first Annual Report on School Safety, which the President requested following the school shooting tragedy in Paducah, Kentucky. (The substance of the report is discussed in more detail in the next subsection.) The publication of the report in Fall 1998 provides an excellent opportunity to promote our early intervention/prevention message. The Department of Justice recommends that the President, Secretary Riley and the Attorney General, and selected sub-Cabinet officials, use the issuance of the report as the impetus to stress the importance of local communities' developing and implementing their own early intervention/prevention efforts and to foster public support for increased federal spending on early intervention and prevention. Two specific suggestions follow:

- The President should designate a "National School Safety Day," possibly the same day the Annual Report on School Safety is released. The Department of Justice recommends that on this day the President make a televised address about school safety directly to students. Frank Sanchez, the Director of Delinquency Prevention for the Boys and Girls Clubs of America and one of our experts, initially proposed such an address. The President could use the opportunity to emphasize that most schools are safe, that youth should tell an adult whenever a peer or classmate is threatening violence and that any youth who engages in violent behavior will be punished. The White House staff previously approved of the President's making such an address, but there was not enough lead time to hold the address before the end of the school year.

The address would last for 10-12 minutes, with the idea that it would be followed in every classroom by teacher-led discussion. The Departments of Justice and Education would jointly prepare a discussion guide for teachers. With enough notice, schools could be creative in developing additional school safety programming to use at the same time.

- Secretary Riley and the Attorney General likely will lead approximately four one-day regional meetings across the country, with potential participation by White House principals, to focus the American public on the importance of early intervention/prevention strategies in reducing youth violence. The primary goal of the meetings would be to foster a political climate that is supportive of comprehensive youth violence early intervention/prevention legislation and thereby encourage the passage of such legislation before the end of the current Administration.

As currently envisioned, the regional meetings generally would focus on the guidepost themes the experts articulated during our two meetings and amplify the information contained in the Annual Report on School Safety. Law enforcement, school

administration and school security personnel, community leaders and politicians from the given region would be invited to attend that region's meeting. A selection of "experts" from that region who have written to the Departments of Justice and Education in the wake of the school shootings expressing interest in participating in the Administration's efforts also would be invited to attend. Each meeting would feature presentations on early intervention and prevention strategies employed in that region that have proved successful, in order to attract attention to and support for those strategies. Audience members would be given the opportunity to ask questions and comment. To reach as many people as possible throughout each region, the meetings would likely be broadcast through teleconference.

B. Synthesize and Disseminate Information

A wealth of effective and promising strategies already exists for communities to reduce youth violence. Communities may underutilize these strategies, however, because few publications offer a comprehensive, user-friendly summary of the strategies. The Departments of Justice, Education and HHS therefore will develop several publications aimed at educating the public about local-level youth violence strategies. Further, the Department of Justice will consider recasting and redisseminating some of its existing youth violence publications. As part of its assessment, the Department of Justice will evaluate its current dissemination mechanisms and procedures, as well as those of its sister agencies, and consider whether those mechanisms and procedures should be adjusted to make dissemination more effective.

1. The Annual Report on School Safety

The Annual Report on School Safety will contain a statistical section analyzing available school safety data, a section identifying model strategies and programs for improving school safety and a section profiling several model safe schools. The report will also include an inventory of further steps to take at the local level and resources that can be tapped to provide technical assistance.

The audience for this report is the general public. The report will be published in October 1998. (See Tab 5 for an outline of the report).

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

The Departments of Justice and Education, in conjunction with the National Association of School Psychologists, will prepare a succinct pamphlet for educators. The pamphlet will provide guidance on how to identify warning signs that a child may be prone to violent behavior and in need of assistance. The guide will describe mental health and other forms of counseling services and provide advice about how to get the child linked to an appropriate service. In the

President's June 13, 1998 radio address, he called on the Attorney General and Secretary Riley to complete this guide before the beginning of the coming school year.

3. Model Crisis Response Plan

The Departments of Justice and Education will develop a model crisis response plan for school districts. The plan will provide schools with recommendations regarding what they should do when an emergency/crisis strikes.

4. Best Practices for Youth Violence Reduction

The CDC has convened more than 100 violence prevention researchers in a series of meetings in an effort to distill six to 10 of the most promising strategies for youth violence reduction. The CDC hopes to have the report ready for publication before the end of 1998. The audience for this report will be educators and local policy makers.

5. High School Youth, Weapons, and Violence: A National Survey of Weapon-Related Behavior, Crime, and Victimization

This DOJ-sponsored publication will report the results of two national surveys of weapon-related violence and victimization in a nationally representative and randomly-selected sample of high schools. One survey targeted male high school juniors and seniors and the other was addressed to high school administrators. The surveys collected detailed behavioral and attitudinal data on acquisition, ownership, and use of firearms and other weapons as well as data on victimization experiences, violent episodes and criminal activities. The audience for this publication will be school administrators and teachers, criminal justice practitioners, researchers and federal, state and local policy makers. The publication is expected to be released in November 1998.

6. "What Works" Monographs

Last summer, as part of the "Curbing Youth Violence: Communities Working Together" conference, the Department of Justice developed the concept for "What Works," a series of brief monographs on strategies for reducing youth violence. The publication is designed to educate local-level decision-makers and resource allocators and to encourage them to adopt the described strategies. The Department drafted an initial monograph focused on successful strategies in one particular jurisdiction.

The youth violence working group will review the materials prepared for this series thus far and decide whether to proceed with the project and if so, what the next steps should be. To the extent that the resulting publications would duplicate rather than complement the CDC "Best Practices" project, we will not go forward with them.

7. "Get Involved" Campaign

The Department of Justice also has developed the "Get Involved" Campaign, which is an effort to encourage various subsets of a community to volunteer their time and talents in helping to prevent youth violence. The Department divided the universe of potential volunteers into 15 audiences (e.g. the law enforcement community, the business community, the media/entertainment industry, and the legal community) and then further divided each audience to account for its varying constituent groups (e.g. U.S. Attorneys, DAs/State Attorneys, and Sheriffs/ Police are among the distinct constituent groups within the law enforcement audience).

The campaign involves the creation of a series of pamphlets, one for each constituent group within a given audience. Each pamphlet will discuss the purpose of the campaign, offer options for volunteering, and provide specific examples of volunteer efforts that have worked. The unique aspect of these pamphlets is that they will offer suggested volunteer options for individuals within each constituent group and options for each constituent organization as a whole (e.g. a sheriff or police officer can volunteer her time talking to young people about the impact of gun violence; a sheriff's office or police department can partner with a school to start an after-school program for at-risk youth).

The resources required to complete this project depend on the number of targeted constituent groups. The more constituent groups, the more resources needed, as a different pamphlet would be created for each group. The Department identified more than 100 possible constituent groups. The youth violence working group will review the existing list of possible constituent groups and determine which groups it is most important to target. Once that decision is made, the Department of Justice likely will create a pamphlet for each of those groups.

Assuming the pamphlets are prepared, the Department of Justice will also need to focus on their dissemination. This can be accomplished largely through associations and organizations related to each of the constituent groups. In addition, dissemination could be tied to the Department of Justice's ongoing national media campaign to inform youth and adults about what they can do to help decrease juvenile crime. Dissemination should occur both electronically and through hardcopy distribution.

8. OJJDP Publications

As a result of the recent school shootings, communities throughout the country are searching for answers regarding what they should do to lessen the likelihood that similar tragedies will occur in their areas. Over the last few years, the Department of Justice's OJJDP has produced for youth-serving practitioners (law enforcement, educators, social service providers, juvenile justice representatives) a number of publications offering strategies for addressing youth

violence. A sample of those publications is attached at Tab 6.

DOJ will convene an internal group to review those publications and assess whether it would be beneficial to redisseminate them, or some portion of them. If so, the group will also consider whether any format and/or style revisions need to be made to the publications prior to redissemination. The group will consider possibilities for both hardcopy and electronic distribution. Although many of the publications are currently available on the Internet, it may be useful to restructure the Web page to highlight certain publications that would be especially helpful to communities currently grappling with these questions.

**C. Develop Additional Legislation, Programs, Policy and Data
Sharing/Collection Methodologies**

While the Department of Justice's primary objectives account for youth violence prevention and early intervention strategies and measures that have already been developed, additional mechanisms should be cultivated. The Department has decided to implement the following additional next steps in response to some of the experts' suggestions:

1. Promotion of Data Sharing/Collection

The youth violence experts all agreed that information sharing between school systems, law enforcement and health care providers is an important ingredient in early identification of children at risk and appropriate interventions. That view was heartily echoed at a recent Department of Education meeting of major-city school security chiefs. In some cases, however, information sharing would violate federal and/or state law. The Department of Justice will convene a Department of Justice/ Department of Education/Department of Health and Human Services working group to examine these issues and determine what statutory, regulatory and policy barriers exist to better information sharing. The working group may also consider the best way to notify local officials about information sharing that is already permitted.

Further, the working group will determine whether and how to facilitate the creation of any of the databases the experts proposed. The collection of data is extremely useful to the accurate identification of problem areas and essential to determining the success of violence reduction strategies. It is also expensive. Additional data collection would entail an additional commitment of financial resources.

2. Promotion of Conflict Resolution

The Departments of Justice and Education have supported conflict resolution programs in two primary ways:

- OJJDP currently provides funding, training and technical assistance in connection with

conflict resolution and violence prevention for young people. More than 1,500 teachers, students, judges, school administrators, probation officers, juvenile faculty staff and counselors attended a recent series of regional training sessions. This program, "The National Center for Conflict Resolution Education: Implementing Youth Centered Programs in Schools and Juvenile Justice Settings," will be expanded, in partnership with the Department of Education, to increase the number of schools, juvenile justice programs and youth service organizations served.

- In 1996, OJJDP and the Safe and Drug Free Schools Program at the Department of Education published Conflict Resolution for Youth: Programming for Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings. More than 50,000 copies have been distributed.

Several recent evaluations confirm the effectiveness of conflict resolution programs. Yet, according to the National Institute of Dispute Resolution, no more than 10 percent of our Nation's schools have such programs.

A Department of Justice/Department of Education working group will be formed to develop strategies promoting the use of school-based and community-based conflict resolution programs for youth. The group may develop a comprehensive strategy that could include how to best use the principals' bully pulpit, how to develop further evaluations of promising programs and how to convince other communities to adopt similar programs. To assist this group, a panel of outside experts in conflict resolution education may be brought in for a brainstorming session. The Department of Justice hosted such a panel three years ago. That panel recommended the creation of a conflict resolution guide and the provision of technical assistance to support the guide. Now that those recommendations have been implemented, the panel should be reconvened to discuss next steps.

3. Access to Mental Health Services

The youth violence experts repeatedly raised the fact that mental health resources for youth in the school setting are woefully inadequate. The principal in Springfield, Oregon, decried the inadequate funding for counselors, leaving his school with a ratio of one counselor for 700 students.

A working group composed of representatives from the Departments of Justice, Education and HHS will determine what further can be done to assist communities that have inadequate access to mental health and counseling services for troubled youth.

4. Department of Justice/Department of Education Listening Session With Youth

The Attorney General and the Secretary of Education held a session on July 23, 1998 to talk directly to youth about violence, crime, guns and drugs. During this session, the Attorney General and the Secretary of Education sought the youth's opinions regarding solutions to youth violence and drug abuse. Additional sessions may be scheduled.

5. The Safe Kids Coalition

The Department has called on the private and non-profit sectors to join in comprehensive efforts to support at-risk children. In response to a challenge the Attorney General formulated with the Secretaries of Education and HHS, a new national coalition of service providers, led by the United Way, has been formed. The Safe Kids Coalition has pledged to work, over the next two years, toward five concrete, measurable goals aimed at improving the healthy and safe development of children:

- To enroll 300,000 eligible children in health insurance programs;
- To work closely with officials in 200 school districts across the country to cut truancy by one-third;
- To create constructive, engaging after-school opportunities for 100,000 children;
- To provide 100,000 children with education to prevent and discourage alcohol and drug abuse; and
- To develop new programs in 200 communities, aimed at teaching gun owners about safe and responsible gun ownership and about taking guns out of the hands of young people who possess them illegally.

6. Crisis Response

As is discussed in more detail at Tab 3, the Departments of Justice and Education currently offer assistance to schools and communities immediately following a disaster. The Departments will review this response and determine whether it can be improved.

7. Process and Coordination

The Department of Justice may begin meeting on a monthly basis with other cabinet departments to share information regarding these and other efforts to reduce youth violence. In addition, a high-level meeting may be convened quarterly to discuss cross-department

coordination efforts.

The experts convened after the Jonesboro, Arkansas incident provided useful guidance on a wide range of issues. While the Administration may want to reconvene this group on an ad hoc basis in the future, the Department of Justice believes that it would be more productive to call on them individually for advice pertaining to their areas of expertise.

III. Guns

The youth violence experts unanimously agreed that society must get guns out of the hands of those youth who will use them to harm others. Federal efforts to accomplish this goal include the following:

A. **The Anti-Gang and Youth Violence Bill of 1997**

The Administration put forward last year the "Anti-Gang and Youth Violence Bill of 1997." (For a summary of the bill, see Tab 7.) The bill contains a number of accountability measures. Its primary provisions regarding guns would (a) require child safety locks and (b) make it illegal for juveniles who commit serious or violent offenses to possess guns when they become adults ("Juvenile Brady"). No action has been taken on this bill.

B. **Congressional Proposals that Would Affect Youth Access to Guns**

Various members of Congress have made proposals that would affect youth access to guns. (See chart at Tab 8.) The Justice Department supports several provisions regarding guns, including a lifetime ban on gun possession for juveniles who commit serious or violent offenses, and requiring firearms dealers to provide a child safety lock with the sale of every firearm. Last year, the White House brokered an unprecedented agreement with several major gun manufacturers to voluntarily place child safety locks on firearms. The Department of Justice continues to support legislation making child safety locks mandatory on all guns sold in the United States.

Both Senator Richard Durbin and Congresswoman Carolyn McCarthy have introduced legislation regarding youth access to guns. You recognized these bills on July 8, 1998. Senator Durbin's bill creates federal criminal liability for people who carelessly store their guns such that a juvenile could gain access to them. Congresswoman Carolyn McCarthy's legislation includes the following elements:

- Several new safety standards, including trigger locks;
- A prohibition on the sale of assault weapons to anyone under 18;

- Revocation of the license of any gun dealer found to have willfully sold a gun to a juvenile, coupled with a requirement that all gun purchasers under the age of 24 present two forms of identification to the gun dealer as a prerequisite to purchasing a gun;
- Federal criminal liability for adults who carelessly store their guns such that a juvenile could gain access to them;
- \$25 million to fund CDC's Children's Firearms Injury Surveillance System;
- Creation of an education program to teach youth what to do if a peer or classmate brings a gun to school; and
- Increased funds for tracing guns used in juvenile crime.

C. Model Juvenile Handgun Code

In April 1998, the Department of Justice sent to Congress a Model Juvenile Handgun Code for the States. The Model Code is intended to (a) prevent handgun possession by juveniles, except in limited and well established circumstances, (b) prohibit unlawful transfer of handguns to juveniles, and (c) enhance safety of handgun storage by (1) providing for state criminal liability for persons who carelessly store them such that a juvenile could gain access, (2) requiring firearms dealers to provide a locking safety device at the time of sale of a handgun, and (3) requiring dealers to provide notice to handgun purchasers of the laws concerning juvenile handgun possession.

D. Guide to Promising Gun Violence Reduction Strategies

The Department of Justice is preparing a guide to promising gun violence reduction strategies. The guide will include practical information about a range of law enforcement, demand reduction, court-based, legislative and other strategies to reduce gun violence.

As part of the process of preparing the guide, the Department of Justice will convene a focus group of 25-30 criminologists, police, judges, prosecutors and local policy makers on July 30, 1998, to assist the Department in identifying the strengths and weaknesses of specific gun violence reduction programs and strategies and to identify existing program evaluations of which we may not be aware. The publication will be directed toward local law enforcement, state and local elected officials and other local policy makers. It is scheduled for completion in October 1998. Upon completion of the guide, a Department working group will identify further mechanisms to promote the adoption of the promising strategies.

Update on Adoption of Uniforms in America's Schools

Since the President raised the issue in 1996, a large number of schools and school districts have adopted school uniform policies in an effort to maintain student discipline, improve student attendance, enhance student achievement, promote self-esteem, and enhance the school climate. While no federal or other entity has kept a comprehensive count, evidence suggests that there has been an increase in the number of schools and school districts with uniform policies. Indicators of the growth of this trend are presented here.

National Level Indicators

A survey conducted by the U.S. Department of Education's Center for Education Statistics (*Violence and Discipline Problems in U.S. Public Schools: 1996-97*) concluded that 3 percent of all public schools require students to wear uniforms. According to the report, uniforms were more likely to be required in schools with high percentages of students eligible for free and reduced-price lunch and in schools with 50 percent or more minority enrollments. Schools with uniform policies were also more likely to be elementary or middle schools, located in urban or "urban fringe" communities, and have enrollments of more than 1,000. A larger percentage of schools requiring uniforms are found in the west than any other region.

Complementing these findings, a 1998 survey of principals in 10 states by the National Association of Elementary School Principals (*School Uniforms: Why and How*) revealed that 11 percent of 958 principals who responded required uniforms and 15 percent were considering such a policy. Almost two-thirds of the schools with policies had adopted them in the last two years.

The principals surveyed indicated that school uniforms were part of broader efforts to improve the school climate and confront many of the tough issues facing schools today. They cited numerous benefits of school uniforms, including:

- Making students safer
- Influencing classroom discipline
- Curtailing peer pressure
- Increasing parental participation
- Improving the learning environment
- Bridging socio-economic differences
- Bolstering self-confidence
- Reducing wardrobe hassles for parents and children
- Cutting family clothing budgets
- Heightening school spirit
- Elevating the school's image in the community

Among the NAESP respondents from schools without uniform policies, 52 percent reported that the issue had not been officially raised and 32 percent said their current dress code was sufficient in addressing the issues that often precipitate discussions on uniforms.

A final indicator of the growth of the school uniform trends comes from a different perspective: manufacturers and retailers of uniform apparel report an increase in demand for school uniforms. "It's a growing industry...more and more manufacturers are going into it," reports Jackie Roselli of the National Association of Uniform Manufacturers and Distributors. Her observation seems to be supported by the fact that many national retailers have recently entered the school uniform market, including JCPenney, WalMart, and Kmart. Lands End also recently entered the market and funded the NAESP survey cited above and the dissemination of its findings.

State level activity

In March of 1998, the Education Commission of the States reported that 26 states have school uniform or dress codes policies, an increase of 85% over the 14 states who reported the existence of such policies in 1996. These state-level policies generally grant school districts and district boards of education permission to

institute uniform or dress code policies. Reasons cited include: prohibition of gang-related clothing, enhancing the school learning environment, and preventing endangerment of student health or safety.

Many of the state policies contain procedural guidelines for adopting uniform policies (i.e., form a parent/student advisory committee, student petition, etc.) and implementing them (i.e., opt-out procedures, provisions for economically disadvantaged students, etc.). It should also be noted that there are schools and school districts that have adopted school uniforms in states without a formal state policy on this topic (i.e., Florida, Michigan). Since adopting uniforms is a district-level—and most often a site-based—decision, no state has a mandatory school uniform policy.

District level activity

Since 1996, there appears to have been a significant increase in the number of schools and school districts that have adopted school uniforms or strict dress codes. Among the most notable are:

- ***New York City:*** In March of this year, New York City's Board of Education voted unanimously to outfit the 560,000 elementary school students in the nation's largest school system in uniforms beginning in the fall of 1999. According to Board member Nina Segarra, "Uniforms will allow students to focus on their studies and not worry about an incident based on their clothing." Other reasons cited by officials for adopting the policy for the 670 affected schools were bringing greater discipline, unity, and seriousness of purpose to schools. The Board included "opt-out" procedures and provisions for assisting needy students who cannot afford the estimated \$100-120 cost.
- ***Dade County Public Schools:*** Students at 196 Miami-Dade County Public Schools wore uniforms this past school year ('97-'98) following a vote by parents in the spring of 1997. The 196 schools include 19 middle schools and one high school.
- ***San Antonio:*** Beginning this fall, all 60,000 of the San Antonio School District's K-12 students will be wearing uniforms. School district officials report that the reasons behind implementing the uniform policy in 95 schools include making students more serious about learning, cutting down on crime and gang activity, increasing school pride and student confidence, and reducing competition among students. After several of the district's schools pilot tested uniforms and were pleased with the results, Superintendent Diana Lam and the school board decided to adopt them district-wide as part of their comprehensive school improvement strategy. In commenting on the results of the pilot test, Associate Superintendent Dave Splirek says, "We saw some real changes in the way kids were behaving and the amount of time we were spending on instruction vs. discipline. The before and after was really something."
- ***Houston:*** More than half of the schools in the Houston Independent School District require some form of uniforms.
- ***Chicago:*** four out of 5 public schools require uniforms
- ***Boston:*** 58 of 125 schools have voluntary school uniform policies and 18 have mandatory policies.

In addition, a number of smaller districts and individual schools have adopted uniform policies since 1996. These include:

Tucson, AZ
Cleveland, OH
Fl. Bend School District, TX
Eagle Pass School District, TX
Halifax County School District, NC
Arlington School District, TX

Santa Clarita School District, CA
Lawrence School District, MA
Bordeaux Elementary School, Nashville, TN
Emblem Elementary School, Santa Clarita, CA
Lahaina Intermediate School, Wailuku, HI
Lake Labish, OR

Mitchell Elementary School, Tampa, FL
 Morikami Park Elementary School, Delray Beach,
 FL
 Walt Whitman Middle School, Fairfax, VA

West High School, Wichita, KS
 North Chicago Community High School, IL
 South Shore Middle School, Seattle, WA
 Azalea Elementary School, St. Petersburg, FL

These school and district level policies vary. Some require uniforms, others require "uniform dress codes" (i.e., navy pants or skirts and white shirts of any kind). Still others just require very specific dress codes. Most are mandatory, but some are voluntary. Most follow the key elements of uniform policies outlined in the *Manual on School Uniforms* (1996) distributed by the Education Department at the request of the President.

Among the benefits of school uniforms cited by school personnel, parents, and students at these schools are:

- "Uniforms calmed the students, increased focus and gave them a greater feeling of unity and self-esteem"—Sunnyvale, AZ
- "There is so much difference on the days when students don't have to wear standard dress...there's so much difference in the students' behavior, the teachers hate to see those days come...it's like night and day."—Arlington, TX
- Observing that gang identification and the number of fights have decreased since students started wearing uniforms, one middle school student observed, "Last year some of my friends would get hurt because they were dumb enough to wear gang colors."—Arlington, TX
- "Uniforms add to the school's security efforts—they make it easier to spot intruders who don't belong in our school or on our grounds"—Seattle, WA
- "Uniforms ease the strain on family budgets"—Lawrence, MA
- "Uniforms put everyone on a level field."—San Antonio, TX
- "Uniforms helped to develop a sense of community and family, help foster a sense of pride and excitement about learning, and set a tone of educational purpose."—Delray Beach, FL
- Uniforms are "very unifying, they take the pressure off children to be different, or exhibit extreme behavior and stand out."—Santa Clarita, CA
- "The uniforms have increased students' self-esteem, parental involvement, and academic concentration for the children."—Alexandria, VA

Given these positive benefits, other schools may soon be adopting uniform policies. In fact, school uniforms are presently being considered and debated in dozens of other schools and school districts across the nation. As endorsements continue to ring in from school personnel around the country, more schools and districts will likely consider the issue.

Research support

Unfortunately, there is very little research on the effectiveness of school uniforms. The trend is too recent to have any large-scale documented research results. Some preliminary and smaller scale research does, however, indicate that uniforms have a positive effect on the learning environment.

Perhaps the best and most publicized study stems from the Long Beach (CA) School District's four-year experience with a school uniform policy. The first large school district to require uniforms system-wide in elementary and middle schools, the district adopted their policy in 1994. Total school

crime—including assault, fighting, robbery, and vandalism—fell 76 percent between 1993 and 1997. Specifically,

- incidents of assaults in grades K-8 plunged 85 percent;
- weapons offenses dropped 83 percent; and
- vandalism was cut in half.

In addition, during the same three year period, K-8 attendance system-wide reached an all-time high of 94 percent. The district does not attribute these results entirely to uniforms, but they believe that the drop is more than coincidental.

Another study, conducted in 1997, by a high school principal, compared student assessments of school climate in two different high schools—one with a uniform policy and one without. Students at the school with the uniform policy rated their school more positively than did the students at the non-uniform school. Significant differences were found in the subscales of teacher-student relationships, security and maintenance, student behavioral values, parent and community relations. A significantly higher number of students in the uniformed school indicated that students, teachers, and other workers feel safe in their school building before and after school.

Eva Chunn, a researcher with the District of Columbia Public Schools, conducted one of the few existing studies. Her study reported that some principals favored school uniforms because they believed "students were not attending school because they were ashamed of their clothing." Indeed, Chunn found one such student who reported that this shame caused her to miss so much school that she was retained a year. The study, however, did not provide any concrete evidence that uniforms improved school attendance, behavior or academic achievement. It did reveal that "principals felt there was something about students in uniform, especially boys in ties, that makes them behave better"—a belief shared by teachers and parents. According to the Harvard Education Letter, that belief may provide a clue to what is really going on when students wear uniforms. Research into psychology suggests that uniforms create a "halo effect"—in other words, no actual change in students' attitudes or behavior but change in the way adults perceive them. Such perceptions are known to influence the way teachers treat students, and, consequently, the way students behave.

Finally, a doctoral dissertation on the impacts of school uniforms by a University of Houston student revealed that "school uniforms apparently help to decrease the number of discipline referrals in schools where they are used and increase the positive perceptions of teachers toward student behavior in their classroom." The study found that in the two middle schools with uniforms, teachers reported less disrespect toward classmates, a decrease in the amount of teacher time necessary to handle disruptions, and reductions in the amount of student time off-task. There was an overall 30 percent decrease in discipline referrals in the two schools after the implementation of the uniform policy.

Given the lack of extant research, most schools and districts are basing their decisions to implement school uniform policies on anecdotal evidence, perceptions, and—perhaps—increased media attention to the issue.

Criticisms

School uniforms are not without their critics. And the critics are not limited to the students who balk at the "unfashionable" clothing. Some parents, educators and others criticize uniforms for imposing conformity and stifling individuality in emerging personalities. Others criticize uniforms as being "cosmetic" approaches to school safety—they look good and may make small improvements, but may also create a false sense of security if not part of a larger school security effort. In the same vein, other opponents argue that uniforms don't address the root cause of violent behavior or other discipline problems and that simply putting a uniform on a child will not change his/her

environment, history and personality. Civil libertarians also object to uniforms, viewing it as a First Amendment free speech issue. To date, lower courts have generally looked kindly on school uniform policies, although the U.S. Supreme Court has not ruled on the issue.

In general, however, it appears that the trend toward adopting school uniforms—particularly in urban school districts—will likely continue. As Long Beach's Richard VanDerLaan put it, "We realize that uniforms by themselves are part of a bigger picture. We just expect more from our students. We have higher expectations in dress as well as behavior and performance."

Additional background info. from ESI

Santa Clarita, California

Type: Mandatory Uniform Policy at La Mesa, Sierra Vista, and Placa Rita Junior High Schools

Opt-out: Yes, with parental consent. Students who opt out must attend the single uniform-free school in the district.

Size of Program: 3 out of the 4 district junior high schools

Implementation Date: 1996-1997 School Year

Support for Disadvantaged Students: The School District has a uniform recycling program that nets \$5,000 per year, which is given out as \$100 "scholarships" to the families of needy students. They must send in an income verification form to receive the scholarship. The students may use the scholarship voucher at either the Santa Clarita School Uniform Store, or the used school uniform store that the school district oversees.

Motivating Factors for Implementation: Rochelle Neal, the principal of La Mesa Junior High School, wanted to eliminate peer pressure, gang pressure, and intimidation in her school, lower clothing costs for parents, and raise the children's self-esteem and focus on learning. She talked to the Long Beach, CA. School district about their policies and read their crime statistics, which were substantially lower after the district implemented its uniform policy.

Results: Based on anecdotal evidence, as well as parent and substitute teacher surveys, the mandatory school uniform program has been extremely successful. La Mesa Junior High, which opened its doors in '96 with the mandatory uniform policy, has a 0% weapons rate and a 97% attendance rate. 80% of its students have a C or better GPA, and 50% of its students have a B or better GPA. Substitute teachers are surveyed throughout the year about their perceptions of student behavior in schools with uniform policies vs. schools without uniform policies. 98% of those teachers surveyed (419 teachers) said that they "believe that school uniforms contribute to a safe school environment". The school teachers and administrators feel that the uniforms are "very unifying—they take the pressure off children to be different, or exhibit extreme behavior to stand out". Finally, the safety of the students has improved. With school uniforms, teachers and administrators know immediately who does and does not belong on their campus. This has helped reduce gang activity and drug trafficking on their campuses.

Alexandria, VA.

Type: Voluntary Uniform Policy for Cameron Elementary School in Fairfax County.

Opt-out: The program is voluntary; parents can opt not to buy uniforms at all.

Size of Program: One elementary school

Implementation Date: 1995-1996 School Year

Support for Disadvantaged Students: None, since the program is voluntary.

Motivating Factors for Implementation: Since the children in this elementary school come from a wide variety of ethnic and economic backgrounds, uniforms were seen as a way to equalize the children and have them focus on learning, not their differences.

Results: The results at Cameron Elementary School have been amazing. The uniforms have increased students' self esteem, parental involvement, and academic concentration for the children. The children say that they "feel more professional" and they "like to be the same as their friends". Although the program is strictly voluntary, 80 to 95% of Cameron students wear uniforms. The parents have been more likely to become involved with children in their neighborhoods whom they see wearing the Cameron uniform, because they "all belong to the same community". Cameron Elementary's Principal, Mr. Towry, says that if he had known how effective school uniforms were 30 years ago, he would have used them then.

Seattle, WA

Type: Mandatory Uniform Policy at South Shore Middle School

Opt-out: Yes, with parental consent. Students who opt out must attend another middle school in the district.

Size of Program: One middle school (900 middle school students)

Implementation Date: 1995-1996 School Year

Support for Disadvantaged Students: South Shore works with local businesses that contribute financial support to the uniform program.

Motivating Factors for Implementation: The primary motivating factor for implementing uniforms at South Shore Middle school was safety, according to school officials. The middle school is located on a busy intersection, in an area with high gang activity. Having the students wear uniforms helps the school distinguish "outsiders" on their campus; gang members, drug dealers, and others who shouldn't be there.

Results: Since the uniform policy was implemented, teachers and school administrators have noticed a marked improvement in the students' attitudes. Also, truancy rates and tardies have been reduced, as well as incidents of theft.

Halifax County, NC

Type: Mandatory Uniform Policy for the entire school district

Opt-out: None

Size of Program: 700 elementary, middle, and high school students

Implementation Date: 1998: all elementary schools, 1999: all middle schools, 2000: all high schools

Support for Disadvantaged Students: Parents must appeal directly to each school; their requests are handled on a case-by-case basis. So far, only two families have requested assistance.

Motivating Factors for Implementation: The Superintendent of the school district, Mr. Willie Gilchrist, attended a National School Board meeting, where he read the Long Beach, CA. Research and was impressed by the statistics. He and his staff conducted their own research into implementing school uniforms by contacting other schools and districts that have uniform policies, such as Ruffner Middle school in Norfolk, VA, and the Charleston, SC school district. After that, the school board held a series of 10 meetings with parents about the uniforms, and received an 81% vote by the parents for the uniforms. Other motivating factors cited were fewer discipline problems, Having children focus on learning, and building a sense of unity among the children and the community.

Results: There are no results yet, since the program starts this year. However, the school district will be compiling statistics on the effectiveness of their uniform policy for the next three years.

Delray Beach, FL

Type: Mandatory Uniform Policy at Morikami Park Elementary School

Opt-out: None. Morikami is a magnet school, so when parents apply, they are aware that there is a uniform requirement.

Size of Program: One elementary school

Implementation Date: 1998

Support for Disadvantaged Students: None, since attending the school is optional.

Motivating Factors for Implementation: The principal, Mrs. Crandall, conducted her own research and looked at other school examples. She found that uniforms seemed to "help develop a sense of community and family, help foster a sense of pride and excitement about learning, and set a tone of educational purpose".

Results: Morikami has no results yet, since it is implementing the program this year.



Long Beach Unified School District



Updated 9/4/97

SCHOOL UNIFORM FACT SHEET

1. Long Beach Unified School District is the first large urban school district in the United States to require school uniforms
2. School uniforms are required in kindergarten through grade 8 in 56 elementary schools and 14 middle schools serving approximately 64,000 students.
3. Under California law, parents can request an exemption from school uniforms. However, each year fewer than 500 parents (less than 1 percent) request such exemption.
4. Uniforms enjoy a high level of community support. In an unofficial survey January 18, 1994, more than 80 percent of Long Beach Press-Telegram readers who responded said they support school uniforms. A 1995 LBUSD survey of parents showed 91 percent agreed that school uniforms improve the school environment.
5. Financial assistance is available to disadvantaged children from indigent families. Privately funded--at no taxpayer expense--local organizations have provided more than \$160,000 in uniforms to Long Beach children. A key group supporting uniform donations is Operation School Bell, a philanthropy of RickRackers, an auxiliary of the Assistance League of Long Beach. Other major contributors include the Long Beach Education Foundation, Kiwanis Club of Long Beach, Rotary Club of Long Beach, Greater Long Beach Board of Realtors, local churches, physicians and teachers plus hundreds of individual donors
6. Other major school districts requiring school uniforms are Dade County, Florida; Baltimore, Maryland; Oakland, California; and Charleston, South Carolina. Many large urban school districts have one or more schools now requiring uniforms
7. The uniform in Long Beach consists of navy blue or black shorts, pants, skirts, shorts or jumpers; and white shirts or blouses.
8. Each school selects its own uniform. The affordable generic uniforms are available from more than 40 local retailers and discount stores.
9. Parents report that three uniforms cost about the same as one pair of designer label jeans.

For further information, please contact

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Long Beach Unified School District



Updated 10/3/97

IN SCHOOLS WITH UNIFORMS

Attendance Hits New High in LBUSD Schools

Fewer students are playing hooky these days in Long Beach. School absences are down. Attendance at Long Beach Unified School District K-8 schools reached an all-time high last year, the third year school uniforms have been required in those same grades.

Percent of actual attendance in elementary schools in 1995-96 reached 94.7 percent, the highest point in the 17 years the district has been compiling these statistics. In middle schools, student attendance increased to 94.6 percent, also an all-time high.

When excused absences for illness are added in, student attendance exceeded 99 percent.

In local high schools, where uniforms were not required, percent of actual attendance was 93.3 percent, almost a point above its previous high set in 1992, but somewhat below the younger students. School uniforms are required for ninth graders at the Classical High School at Wilson this fall, but their impact on annual student attendance will not be known until next year.

In 1994-5, the first year of school uniforms, elementary attendance was at 93.7 percent and middle schools were at 93.3 percent, levels near where attendance had been for several years. Torrential rains in Southern California that year caused severe flooding, resulting in an unusually high number of unexcused absences. Although predicted El Nino storms could affect this year's attendance, school uniforms continue to contribute to safer, better schools.

Percent of Actual Student Attendance Long Beach Unified School District			
Year	Elementary School	Middle School	High School
1980-81	92.6	89.9	91.3
1981-82	93.2	91.1	90.7
1982-83	93.3	91.4	90.8
1983-84	93.7	92.2	93.1
1984-85	93.8	91.9	92.5
1985-86	94.1	91.8	92.1
1986-87	94.1	91.6	91.6
1987-88	93.4	90.9	91.0
1988-89	93.1	90.5	91.2
1989-90	93.5	91.1	91.7
1990-91	93.8	92.2	90.4
1991-92	93.7	92.6	91.0
1992-93	93.8	92.8	92.5
1993-94	93.8	93.3	92.4
1994-95	93.7	93.3	90.8
1995-96	94.5	94.3	91.5
1996-97	94.7	94.6	93.3



Long Beach Unified School District



Updated 11/22/97

K-8 School Crime Report Summary

ELEMENTARY AND MIDDLE SCHOOL CRIME SUMMARY (STUDENT UNIFORMS REQUIRED K-8)

SCHOOL CRIME REDUCED	1993-94 Before Uniforms	1994-95 Uniforms Required	1995-96 2nd Year with Uniforms	1996-97 3rd Year with Uniforms	Change
K-8 Enrollment	57,497	58,376	59,822	62,039	
Assault/Battery *	319	214	53	47	
Assault with a Deadly Weapon *	6	3	16	11	
Fighting	1135	554	653	556	-51%
Sex Offenses	57	15	5	4	-93%
Robbery/Extortion	34	12	13	5	-85%
Chemical Substances	71	29	24	20	-72%
Weapons or Look-alikes	145	78	28	24	-83%
Dangerous Devices	46	23	1	2	-96%
Vandalism **	1409	1155	127	93	
Total	3222	2083	920	762	-76%

* The statewide category of assault has been revised because of different interpretations of what constitutes assault. Verbal threats without physical contact were sometimes reported as assaults. There is also a new, expanded definition of assault with a deadly weapon as of 1995-96. Reported now is any item that is actually used in an effort to inflict any bodily harm, i.e. a foot, a fist, a pencil or a comb.

** Under the new California Safe Schools Assessment School Crime Report, only vandalism over \$100 is included. Some prior years' incidents were under \$100, so the actual reduction is less than this.

EFFECTIVE SCHOOLS

RESEARCH ABSTRACTS • 1997-98 SERIES

TOPIC: School Mission—School Culture

CITATION: Murray, Richard K., "The Impact of School Uniforms on School Climate," *NASSP Bulletin* 81, 593 (December 1997): 106–112.

What Did the Researcher Do?

Many educators firmly believe that school uniforms have a positive effect on school climate. But does the research back this up?

The author, a principal of a high school in South Carolina, was interested in testing this hypothesis. He notes that, prior to his study in the spring of 1996, "no true research had been conducted to determine the effects of school uniforms on school climate. Despite this lack of research, school districts across the country have implemented school uniforms hoping to improve student attendance, maintain student discipline, ensure student achievement, promote student self-esteem, and enhance school climate." (p. 106)

In his study, Murray administered the National Association of Secondary School Principals' School Climate Survey to 306 sixth, seventh, and eighth graders from two similar urban middle schools. One school had a school uniform policy; the other did not. In other respects—racial composition and numbers of students receiving free/reduced price lunch—the schools were almost identical. Both drew students from the same urban area.

The survey administered to these students included such statements as:

- *Students usually feel safe in the school building.*
- *Students here understand why they are in school.*
- *Students in this school are well-behaved even when the teachers are not watching them.* (p. 107)

The 55 statements on the survey are divided into 10 subscales: teacher-student relationships; security and maintenance; administration; student academic orientation; student behavioral values; guidance; student-peer relationships; parent and community school relationships; instructional management; and student activities.

What Did the Researcher Find?

Students at the school with the uniform policy (School A) rated their school climate more positively than did the students in the non-uniform school (School B). In nine of the 10 subscales, students in School A rated their school climate more positively than students in School B. The researcher found that these differences were significant in seven of the subscales—teacher-student relationships; security and maintenance; student behavioral values; guidance; parent and community school relations; instructional management; and student activities.

Students in School A indicated stronger, more positive relationships with their teachers. Survey questions included statements such as: *Teachers in this school like their students. Teachers help students to be friendly and kind to each other. Teachers treat each student as an individual. Teachers are fair to students.* (p. 108)

Asked how they felt about security and maintenance at their school, a significantly higher number of students in School A indicated that students, teachers, and other workers feel safe in the building before and after school, and that people are not afraid to come to school for evening events. Such perceptions were found in the total school responses and among grade levels.

Subscription inquiries: Effective Schools, 2199 Jolly Road, Suite 150, Okemos, Michigan 48864. Readers are strongly encouraged to read the primary research documents whenever possible (contact your local library). By their nature, abstracts are brief. While the abstract writers have attempted to give a fair and representative summary, some selectivity was necessary. Finally, the abstracts represent the views of the abstract author and Effective Schools and in no way carry the endorsement or concurrence of the original researchers. Phone: (317) 349-8831 • Fax: (317) 349-8852 • <http://www.effectiveschools.com> • Copyright 1997 by Effective Schools Products, Inc. All rights reserved.

responses of students in School A on the scale of guidance were significantly higher than those in School B. This subscale included such elements as: Teachers or counselors help students with personal problems. Students in this school can get help and advice from teachers or counselors. Teachers or counselors encourage students to think about their future. Teachers and counselors help students plan for future classes and for future jobs. (p. 109)

Students in School A also had significantly higher ratings on the subscale related to instructional management, which included such areas as the efficiency and effectiveness of teacher classroom organization and the use of classroom time.

School B did have a higher mean than School A in administration. "This section contained questions designed to produce responses concerning the degree to which school administrators are effective in communicating with different role groups and in setting high performance expectations for the teachers and students. Although School B had the higher mean, results were not significant." (p. 108) There were no significant differences between the two schools in student academic orientation and student-peer relationships.

The researcher also compared the survey responses of the students in the two schools to national norms. "When contrasted with national norms, School A compared rather closely, with higher mean scores in the teacher-student relationships and guidance subscales and an identical score in the student behavioral values subscale." (p. 108) School B, on

the other hand, "did not compare well against the national norms, with lower mean scores in all 10 subscales." (p. 108)

What Are Possible Implications for School Improvement?

The adoption of school uniforms has long been advocated by some school administrators as an effective means of improving school climate and student behavior, and the findings of this study would seem to give credence to this. According to the researcher, it is the first study to find a relationship between school climate and school uniforms. (p. 110) School uniforms have a significant impact on school climate and school climate "has been shown to be related to student achievement, as well as how students behave and feel about themselves, their school, and other individuals." (p. 110)

Administrators considering implementation of school uniforms will find this study contains the data they need to convince others. And administrators who have opposed school uniforms may well reconsider their standing after learning about the findings in this study.

School uniforms "will not solve all problems associated with today's schools. However, school uniforms now appear to have benefits such as improving students' perceptions of school climate." (p. 111) Administrators concerned with the improvement of school climate would do well to pay heed to this research.

— Kate O'Neill

The Impact of School Uniforms on School Climate

By Richard K. Murray

Research shows that students' positive reactions to school may increase their chances of staying in school, of developing a lasting commitment to learning, and of using the school setting to their advantage (Epstein and McParland, 1978). Research has also shown school and classroom climate to be related to student achievement as well as how students behave and feel about themselves, their school, and other individuals (Anderson and Walberg, 1974; Haertel, Walberg, and Haertel, 1981; Anderson, 1982; Chavez, 1984; Cognetta, Malvetti, and Wilson, 1985; Bhushan, 1986; Fraser, 1986; Saldent, 1986).

In addition, the effective schools research has identified a positive school climate as a characteristic of an effective school (Edmunds and Frederickson, 1978; Auslin, 1979; Edmonds, 1979; Rutter et al., 1979; Squires, 1980; Brandt, 1982; Frymter et al., 1984; March and Griedl, 1991). Finally, there is evidence that classroom and school climate can be changed for the positive (Anderson, Walberg, and Welsh, 1969; Fraser, 1986).

Effective schools have several similar characteristics, of which a positive school climate is one. As the instructional leader, all administrators

must ensure a safe, orderly, and positive school climate. As shown through research in spring 1996, school uniforms have a significant and positive effect on school climate.

School Uniforms

Prior to this study, no true research had been conducted to determine the effects of school uniforms on school climate. Despite this lack of research, school districts across the country have implemented school uniforms hoping to improve student attendance, maintain student discipline, ensure student achievement, promote student self-esteem, and enhance school climate (Majestic, 1991; Stevenson and Chunn, 1991; Lapointe, Holloman, and Alleyne, 1992; Virginia State Department of Education, 1992; Woods and Ogletree, 1992). Despite the lack of true research, many educators believe school uniforms may have positive benefits, particularly in school climate (Stevenson and Chunn, 1991; Jarchow, 1992).

Results

To determine the effects of uniforms on school climate, a study was conducted among middle school students in the Charleston (S.C.) County School District. During the spring of 1996,

NASSP's Comprehensive Assessment of School Environments (CASE) School Climate Survey was administered to 306 sixth, seventh, and eighth grade students from two similar middle schools with contrasting views on school uniforms. The first group of students ($n = 153$) was randomly sampled from School A, an urban middle school with a school uniform policy; the second group of students ($n = 153$) was randomly sampled from School B, an urban middle school without a school uniform policy. The two schools were almost identical in racial composition, state categorization, and numbers of students receiving free/reduced price lunch; they drew students from the same urban area.

Students from both middle schools were given the NASSP School Climate Survey under similar conditions. The School Climate Survey, which includes 55 statements divided into 10 subscales, is designed to survey student perceptions of school cli-

mate. Examples of statements from the survey include:

- Students usually feel safe in the school building.
- Students here understand why they are in school.
- Students in this school are well-behaved even when the teachers are not watching them.

When completing the survey, students were asked to react to each statement with what they believed would be the response of most people in the school community.

As seen in Table 1, significant differences between student responses were found in 7 of the 10 subscales. In 9 of 10 subscales, students in School A (the school with the uniform policy) rated their school climate more positively than students in School B (the non-uniform school). Significant differences, which represented a more positive response among students in School A, were

TABLE 1

National Norm Data and Data from School A and School B

	Subscale	National Norm	Uniforms	Non-Uniforms	School A	School B
	N	SD	N	SD	N	SD
Teacher-Student Relationships	39.2	7.9	40.2	7.5	38.4	8.2
Security and Maintenance	26.5	4.9	20.6	5.2	18.9	5.6
Administration	30.5	4.8	18.7	4.3	19.3	4.9
Students Academic Orientation	13.5	3.1	13.2	3.5	12.8	3.8
Student Behavioral Values	7.6	2.6	7.6	2.6	7.0	2.9
Guidance	15.1	3.2	15.7	2.9	14.4	3.7
Student-Peer Relationships	13.7	3.2	11.8	3.1	11.3	3.6
Parent and Community School Relationships	13.9	3.1	13.6	2.8	13.1	3.2
Instructional Management	26.2	4.4	24.4	4.4	22.6	5.8
Student Activities	14.7	3.4	14.4	2.7	13.7	3.8

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found in the following subscales: teacher-student relationships, security and maintenance, student behavioral values, guidance, parent and community-school relations, instructional management, and student activities. Significant differences were not found among survey responses in the areas of administration, student academic orientation, and student-peer relationships.

As is evident in Table 1, School A had higher means in 9 of the 10 subscales than School B, which had a higher mean only in the administration subscale. When contrasted with national norms, School A compared rather closely, with higher mean scores in the teacher-student relationships and guidance subscales and an identical score in the student behavioral values subscale. Differences in mean scores between the School A and national norms ranged from 0.3 to 5.9.

School B did not compare well against the national norms, with lower mean scores in all 10 subscales. Differences between School B means and the national norms ranged between 0.6 and 7.6.

Summary of Results

As stated earlier, students in School A rated their school climate as more positive in 9 of 10 subscales. Administration was the only subscale with differing results: on this subscale School B had a more positive mean than School A. This section contained questions designed to produce responses concerning the degree to which school adminis-

trators are effective in communicating with different role groups and in setting high performance expectations for the teachers and students. Although School B had the higher mean, results were not significant.

Middle level students in School A had a significantly higher mean than students in School B on the security and maintenance subscale. When asked about the feeling of security at school, students at School A had a significantly higher feeling of security than students at School B. Significance was found in total school responses and among grade levels for questions such as the following: "Do students usually feel safe in the school building?" "Do teachers and other workers feel safe in the building before and after school?" "Are people afraid to come to school for meetings and programs in the evening?"

In the subscale entitled teacher-student relationships, students from School A rated their school climate significantly higher than students from School B when responding to statements relating to the quality of the interpersonal and professional relationships between teachers and students. Middle level students in School A rated their school climate significantly higher when responding to statements such as the following: "Teachers in this school like their students"; "Teachers help students to be friendly and kind to each other"; "Teachers treat each student as an individual"; and "Teachers are fair to students." Their responses indicated stronger relationships and a more

positive outlook on the important teacher-student relationship.

Although students in School A had a more positive response in the subscale on student academic orientation, their difference in scores was not significant. Responding to statements such as these: "Students here understand why they are in school"; "Students work hard to complete their assignments"; and "Students in this school have fun but also work hard on their studies"; respondents provided no significant difference among responses from students in School A and School B.

In the subscale student behavioral values, students from School A had a significantly higher response than students in School B among gender responses.

Middle level students in School A responded significantly higher than students in School B in the subscale guidance. Significance was found in total school, grade level, and gender. In the guidance dimension, students from School A responded significantly more positively than students from School B to statements such as: "Teachers or counselors help students with personal problems"; "Students in this school can get help and advice from teachers or counselors"; "Teachers or counselors encourage students to think about their future"; and "Teachers and counselors help students plan for future classes and for future jobs."

Although students from School A had more positive responses than students from School B, there was no significant difference found in scores

from the student-peer relationships subscale.

Students in School A had significantly higher responses to statements in the parent and community-school relationship subscale. Although significance was not found in the initial analysis of variance, significance was found in a two-way interaction with sex and grade. Thus, students in School A had a more positive outlook on the amount and quality of involvement of parents and other community members in the school.

Students in School A had significantly higher ratings of school climate as related to instructional management than those in School B. Significance was found in two sources of variation including school means and gender. Hence, students in School A had a higher rating of the efficiency and effectiveness of teacher classroom organization and the use of classroom time when responding to statements such as the following: "There is a clear set of rules for students to follow in this school" and "Outside interruptions of the classroom are few."

Although students in School A had a more positive school mean score in the subscale student activities, there was no significant difference. There was significance, however, in responses between the sexes when responding to statements related to opportunities for and actual participation of students in school-sponsored activities.

In addition to the analysis of variance, a study of correlations was conducted that yielded many signifi-

cant differences in the following areas of school climate: student behavioral values, administration, security and maintenance, guidance, instructional management, student activities, and total school climate.

Implications for School Administrators

School climate has long been identified as a characteristic of an effective school (Edmonds and Frederickson, 1978; Edmonds, 1979; March and Crisi, 1991). If an effective school is the goal of all school administrators, all practitioners should consider school uniform policies as an opportunity to improve school climate.

One of the underlying concerns expressed by educators as reasons for the adoption of school uniforms has been the desire for improved school climate and student behavior. The major finding of this study is that students in a school with a uniform policy had a significantly higher perception of school climate than students in a school without a uniform policy. This is the first study to find a relationship between school climate and school uniforms.

The evidence indicating the existence of more positive teacher-student relationships, a stronger sense of security, an improved parent and community-school relationship, effective instructional management, an improved outlook on student behavioral values, and a more positive reaction to guidance from teachers and counselors may not be a complete evaluation of the effect

of school uniforms, but its existence does support the theory that school uniforms have a significant impact on school climate.

School climate has been shown to be related to student achievement as well as how students behave and feel about themselves, their school, and other individuals. Furthermore, positive school climate has been identified as a characteristic of an effective school. Given the significant impact of school climate on student achievement, practitioners should consider these new findings when considering implementing a school uniform policy as a means of improving school climate and student behavior.

Conclusion

In the past, school administrators, school board members, and other practitioners have struggled with the implementation of school uniforms because of the lack of research concerning their effects. Although school uniforms do not represent a panacea for all society's problems, research now shows that school uniforms do significantly affect student perceptions of school climate. In fact, students in schools with uniforms overwhelmingly rate their school climate as being more positive than students in schools without school uniforms.

Based on this research, school administrators who have considered school uniform implementation should now have the research needed to reinforce their belief in the need for school uniforms. In addition, school

administrators who opposed school uniforms in the past should now consider their implementation in an effort to improve school climate. As suggested earlier, school uniforms will not solve all problems associated with today's schools. However, school uniforms now appear to have benefits such as improving students' perceptions of school climate. With this in mind, school administrators must consider the implementation of school uniforms as an effort to improve school climate. —B

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Long Beach Unified School District

* Mandated a School Uniform Policy for the 1994-95 School Year.

K-8 School Suspension Summary

<u>School Level</u>	<u>1993-94</u>	<u>1994-95</u>	<u>Change</u>	<u>%</u>
Elementary	3183	2278	-907	-28%
Middle School	2813	1814	-999	-36%
Combined Elementary and Middle Schools	5996	4096	-1904	-32%
High School	3842	3488	-354	-9%

K-8 School Crime Report Summary

<u>Crime Category</u>	<u>1993-94</u>	<u>1994-95</u>	<u>Change</u>	<u>%</u>
Assault and Battery	319	212	-107	-34%
Assault with a Deadly Weapon	6	3	-3	-50%
Fighting	1135	554	-581	-51%
Sex Offenses	57	15	-42	-74%
Robbery	29	10	-19	-65%
Extortion	5	2	-3	-60%
Chemical Substances	71	22	-49	-69%
Weapons or Look-a-likes	165	78	-87	-52%
Vandalism	1409	1155	-254	-18%
<u>Dangerous Devices</u>	<u>46</u>	<u>23</u>	<u>-23</u>	<u>-50%</u>
Total	3242	2074	-1168	-36%

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The President's Anti-Gang and Youth Violence Strategy



As I begin my second term as President, the next stage in our fight must center on keeping our children safe and attacking the scourge of juvenile crime and gangs. I want every police officer, prosecutor, and citizen in America working together to keep our young people safe and young criminals off the streets. This should be America's top priority in the fight for law and order over the next four years. I pledge it will be mine.

– President Clinton
January 11, 1997