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Education - School Violence

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Education - School Violence

2009-1006-F

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

October 14, 1998

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY

DATE: October 15, 1998
LOCATION: The East Room
BRIEFING TIME: 12:15 pm - 12:35 pm
EVENT TIME: 12:45 pm - 2:30 pm
FROM: Bruce Reed
Richard Socarides

I. PURPOSE

To bring together a broad coalition of youth violence experts and advocates, educators, elected officials, law enforcement, and prevention and intervention practitioners -- as well as communities across the country through 600 satellite sites -- to discuss and learn more about what we do to make our schools and communities safer.

II. BACKGROUND

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 the street - there is still much more that can be done to improve school safety and security. In particular, the multiple shootings that took place in schools in Pearl, MS, Paducah, KY, Jonesboro, AK, and Springfield, OR, serve as painful reminders that no community is immune from senseless violence -- and that all communities must do their best to prevent such tragedies from ever occurring.

At the conference, you will unveil the first Annual Report on School Safety, prepared by the Departments of Justice and Education in response to a directive by you after the Paducah shooting last December. The report is intended to give parents, principals and policy makers a yearly snapshot of school crime, as well as to provide information on what practical steps they can take to make their schools safer. [*Key findings of the report are attached.]

In your opening remarks you will announce the following new initiatives that address many of the problems identified in the Annual Report:

- (1) A New Federal Response for Violent Deaths in Schools.** You will propose a \$12 million School Emergency Response to Violence -- or Project SERV -- to help schools and local communities respond to school-related violent deaths, such as those that occurred last year in Jonesboro, Arkansas; Paducah, Kentucky; Pearl,

Mississippi; and Springfield, Oregon. Developed with input from local officials and educators in these and other communities, Project SERV will enable the federal government to assist local communities in much the same way FEMA assists in response to natural disasters.

(2) Targeted Resources for Schools with Serious Crime Problems. To help give the estimated 10% of schools with serious crime problems the tools they need to put the security of our children first, you will announce 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.

(3) Reforms to Help Make All Schools Safe, Disciplined and Drug-Free. You will outline a plan to overhaul the nearly \$600 million Safe and Drug-Free Schools and Communities Program. Under this new 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.

(4) A Community-Wide Response to School Safety and Youth Violence. To help communities throughout the country promote a coordinated, comprehensive response to school safety, you will also launch a new Safe Schools -- Safe Communities initiative designed to help 10 cities develop and implement community-wide school safety plans. A minimum of \$25 million in discretionary grants from the Departments of Education, Justice and Health and Human Services -- or \$1-3 million per site -- will be made available for this initiative.

Finally, you will announce a partnership between the federal government and MTV to engage youth in solutions to violence. Beginning in 1999, MTV will launch a year-long media campaign -- "Fight For Your Rights: Take A Stand Against Youth Violence" -- designed to give young adults a voice in the national debate on school and youth violence. Working with the Departments of Education and Justice, and the National Endowment for the Arts, MTV will distribute a Youth Action Guide that aims to engage youth in mentoring and other positive solutions to violence. The guide will be made available through a 1-800 number at the Justice Department and through MTV. In an earlier panel, the First Lady will have introduced one of the MTV media campaign segments.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed/Elena Kagan

Marsha Scott

Melanne Vermeer

Ron Klain
Michael Cohen/Tanya Martin
Richard Socarides
Jose Cerda
Leanne Shimabukuro
Neera Tanden
Lynn Cutler

Presidential Panel Participants:

The Vice President

The First Lady

Jamon Kent, Superintendent of Springfield Public Schools, Springfield, Oregon

Police Commissioner Paul Evans, Boston, Massachusetts

Mayor Deedee Corradini, Pres. of the U.S. Conference of Mayors, St. Lake City, Utah

Liberty Franklin, National Boys and Girls Club Youth of the Year, Everett, Washington

Tony Earles, Professor Harvard School of Public Health

Joanna Quintana Barroso, Third Grade Teacher, Coral Way Elementary, Miami, Florida

Representative Bobby Etheridge

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU will be announced into the room accompanied by the Vice President and the First Lady.
 - The Vice President makes remarks and introduces YOU.
 - YOU will make remarks.
 - YOU will make remarks and then take your seat at the table.
 - YOU will then moderate the discussion by calling on each individual.
 - YOU, the Vice President, and the First Lady will have the option of asking follow up questions to each speaker.
- [*Suggested speaking order and questions attached.]

VI. REMARKS

Provided by Speechwriting.

VII. ATTACHMENTS

- Summary of Key Findings.
- Suggested Sequence of Events.
- Conference Agenda

SUMMARY OF KEY FINDINGS OF THE ANNUAL REPORT

- **Students less likely to be victimized but more likely to feel unsafe.** Although the number of multiple homicide events at schools has increased since 1993 (from 2 to 6 -- and with 4 times as many victims), the overall school crime rate has actually dropped (from 164 crimes per 1,000 students in 1993 to about 128 such crimes in 1996). However, the percentage of students reporting that they felt unsafe at or on their way to school has increased.
- **Most schools safer than community at large.** While the overall level of school and non-school crime is about the same (about 3 million crimes in each setting), students are more than twice as likely to experience serious violent crime while out of school. And the very worst violent victimizations -- murders and suicides -- rarely occur in or near schools. Fewer than 1% of the 7,357 thousand children who were murdered in 1992-93 -- or 63 -- were killed at school.
- **Serious crime and violence concentrated in a small percentage of schools.** Only about 10% of public schools report serious or violent crimes to their local police departments. Nearly half -- or 47% -- of schools report less serious or non-violent crimes to police, and 43% report absolutely no crimes at all.
- **Violence more likely in larger, urban schools and with older students.** One third of large schools (1,000+ students) report serious violent crimes to police, compared with less than one tenth of small schools. Also urban schools are twice as likely as rural schools to report serious violent crimes, and middle and high schools are 4 times more likely than elementary schools to report such crimes.
- **Fist fights and theft the most common crimes.** Overall, physical attacks and fights without weapons are the crimes most often reported to police by middle and high schools. Theft is the most common school crime overall. In 1996, less than 10% of crimes against students were of a serious or violent nature.
- **Fewer weapons in schools.** About 6% of high school seniors -- less than in recent years - - are carrying firearms and other weapons to schools. Also, the percentage of seniors intentionally injured -- with or without weapons -- has not changed significantly over the past 20 years.
- **Gang presence nearly doubled.** Between 1989 and 1995, the percentage of students reporting the presence of street gangs in their schools increased from 15% to 28% -- including large increases at urban, suburban and rural schools.
- **Violence and drugs linked.** Students who reported being the victims of violent crimes at schools were more likely to report the availability of drugs at school. The presence of gangs and guns is also related to school crime and the victimization of students.
- **Teachers often crime victims.** On average, 3% of teachers are the victims of violent crimes, and nearly 5% are the victims of theft at school.

PRESIDENTIAL PANEL SEQUENCE

[From the Podium]

- The Vice President makes remarks, introduces the President, and takes a seat at the table.
- The President makes remarks and then takes a seat at the table.
- The President moderates the discussion by calling on each individual to share their experiences. After each statement, the President, the Vice President, and the First Lady will be free to ask follow up questions.

[All panelists and the First Lady will be seated at the table during the opening remarks.]

Jamon Kent, Superintendent of Springfield Public Schools, Springfield, Oregon

Superintendent Kent has also served as a teacher and principal throughout his 26 years in education. He led the community-wide effort to promote school safety that has been ongoing since before the shooting occurred, which includes creating alternative programs for at-risk students and troubled youth who have been expelled.

POTUS SUGGESTED QUESTION: *When I visited your community after the shooting everyone there was struggling to cope with this terrible tragedy. There was so much that needed to be done, which is one of the reasons why I am proposing a new federal response team to help schools and communities in a time of crisis. Do you feel this type of federal action would have helped your community?*

FLOTUS SUGGESTED QUESTION: *How did you forge partnerships with the surrounding community before this tragedy? How did these partnerships allow you to better cope with this crisis?*

VPOTUS SUGGESTED QUESTION: *Can you tell us about how the mental health community played a role in helping the community heal during this terrible tragedy? And how did you reestablish a feeling of safety and security for students when they returned to school this fall?*

Police Commissioner Paul Evans, Boston, Massachusetts

Commissioner Evans led Boston's innovative Operation Ceasefire, which has dramatically reduced youth violence through a comprehensive community approach.

POTUS SUGGESTED QUESTION: *You have incorporated the principles of community policing in your fight against youth violence. How have police officers adjusted to a more pro-active and prevention-oriented role?*

VPOTUS SUGGESTED QUESTION: *I know the faith community is also very involved in your efforts to reduce juvenile crime. How has the faith community worked with you to provide positive opportunities for at-risk youth while also holding them accountable for their actions?*

FLOTUS SUGGESTED QUESTION: *Initially, did different parts of the community resist working together? How did you manage to develop these unique partnerships in your community and what suggestion do you have for other cities?*

Liberty Franklin, National Boys and Girls Club Youth of the Year, Everett, Washington

She turned to the Boys and Girls Club to give her a safe haven where she could learn and grow. She was raised by a single mother in a housing project with older brothers who were in and out of jail. When she joined the Boys and Girls Club in the sixth grade she began to have an adult mentor who helped her succeed in school and stay out of trouble. She is now a high school senior with a 3.95 GPA working at Washington Mutual Bank saving money for college. She is interested in becoming an Orthodontist and providing free care to low-income children.

POTUS SUGGESTED QUESTION: *You see up close the issues confronting your peers. What more do you think adults should do to help young people?*

FLOTUS SUGGESTED QUESTION: *How specifically has mentoring helped you and are you mentoring others now?*

VPOTUS SUGGESTED QUESTION: *President Clinton and I have fought hard to provide children with positive opportunities in the hours after school when most juvenile crime occurs. Do you think that most young people in your community want some place to go after school? Do you notice a difference in what happens to young people with access to after school programs and those without?*

Joanna Quintana Barroso, 3rd Grade Teacher, Coral Way Elementary, Miami, Florida

Joanna will speak about the successful anti-crime efforts at her school including school uniforms, gun safety curriculum, DARE officers, and alternative classes for at-risk youth. She will talk about the importance of reducing class size in order to identify troubled youth and to improve learning. She will also talk about business efforts to encourage students to work hard, including Pizza Hut reader of the week awards that entitle students to a free meal and help promote work.

VPOTUS SUGGESTED QUESTION: *The President has fought hard to reduce the size of classes nationwide to an average of 18. I understand your classes have over 30 students in them. How do you think smaller classes would benefit your students?*

FLOTUS SUGGESTED QUESTION: *Who do you find your students are most influenced by? Parents? Teachers? Media?*

Thelton "Tony" Earles

Professor, Harvard School of Public Health

Conducted research on human development in Chicago neighborhoods which found that neighborhood cohesiveness and responsible adult interaction with children reduces violence significantly.

POTUS SUGGESTED QUESTION: *You have made a strong a strong case for the importance of adults taking responsibility to promote positive values in their community. What do you think the government and other public figures in this country can do to encourage parents and other adults to become more involved in the lives of children?*

FLOTUS SUGGESTED QUESTION: *What does your research show about community involvement in the schools and did you find that children learn more in schools where there is active parental involvement?*

Mayor Deedee Corradini, President of the U.S. Conference of Mayors, St. Lake City, Utah
Mayor Corradini will present the U.S. Conference of Mayors' Action Plan, compiled at the recent Mayors Conference on School Safety in St. Lake City, which describes the unique role of cities in preventing youth violence.

POTUS SUGGESTED QUESTION: *I understand that you invited police chiefs to your conference to help contribute to the Mayors Action Plan. What role can mayors play in bringing together law enforcement and the education community.*

VPOTUS SUGGESTED QUESTION: *Through our community empowerment strategy, President Clinton and I have found that local governments have developed dynamic partnerships to assist distressed communities. Mayor Corradini, how can the federal government work with cities to develop these same types of partnerships with respect to n youth violence?*

Representative Bobby Etheridge, North Carolina

Rep. Etheridge was elected to the Congress in 1996 upon completing his second term as Superintendent of Public Instruction in North Carolina, a position he had held since 1988. He has two children who are teachers. He lead the effort to bring School Resource Officers to the majority of his schools and to promote character education.

POTUS SUGGESTED QUESTION: *Can you explain to us exactly how character education works, and how did you arrive at this concept? What can we do on a national level to encourage more schools to incorporate character education initiatives?*

VPOTUS SUGGESTED QUESTION: *How did the education community react when you suggested bringing School Resources Officers into schools?*

White House Conference on School Safety: Causes and Prevention of Youth Violence

October 15, 1998 -- Program Agenda

7:30 am - 8:30 am

Registration - White House Conference Center

8:30 am - 9:45 am

Morning Workshop Sessions - White House Conference Center

Preliminary discussion groups with Senior Administration officials:

1) Education and Safety (Truman Room)

Chaired by Secretary of Education Richard Riley with Deputy Attorney General Eric H. Holder, Jr.

2) Early Warning Signs, Mental Health Interventions and Crisis Response (Jackson Room)

Chaired by Assistant Secretary for Planning & Evaluation Margaret Ann Hamburg, MD, U.S. Department of Health and Human Services

3) School, Community and Law Enforcement Partnerships (Lincoln Room)

Chaired by Associate Attorney General Raymond C. Fisher with Under Secretary for Enforcement James E. Johnson, U.S. Department of the Treasury

4) Causes of Youth Violence in Early Childhood Development (Eisenhower Room)

Chaired by Attorney General Janet Reno with Assistant Secretary For Elementary & Secondary Education, Gerald Tirozzi, U.S. Department of Education

After these sessions, please follow directions to the East Visitor Gate of the White House for the Morning Plenary Session

10:30 am - 11:30 pm

Session I - White House East Room

Discussion of the Causes of Youth Violence

First Lady Hillary Rodham Clinton

Video by MTV

Attorney General Janet Reno

Secretary of Education Richard Riley

Suzann Wilson, Jonesboro, AR

Marlene Wong, Director, L.A. School of Mental Health,
Valley Branch, CA

Paul Kingery, Ph.D., Director, Hamilton Fish National Institute
on School and Community Violence, Rosslyn, VA

11:30 pm - 12:30 pm

Lunch - White House State Dining Room

First Lady Hillary Rodham Clinton

Representative Carolyn McCarthy

Robert Chase, President of the National Education Association

Sandra Feldman, President of the American Federation of Teachers

12:45 pm - 2:30 pm

Session II - White House East Room

Remarks by the President and Discussion of Prevention Strategies
That Address Youth Violence

First Lady Hillary Rodham Clinton

Vice President of the United States Al Gore

President of the United States William Jefferson Clinton

Jamon Kent, Public Schools Superintendent, Springfield, OR

Paul Evans, Commissioner, Boston Police Department,
Boston, MA

Liberty Franklin, Boys and Girls Club Youth of the Year,
Everett, WA

Joanna Quintana Barroso, Teacher, Coral Way Elementary School,
Miami, FL

Tony Earles, Professor, Harvard University, Cambridge, MA

Mayor Deedee Corradini, Salt Lake City, UT

Representative Bobby Etheridge

2:45 pm - 4:00 pm

Session III - White House East Room

Discussion of Programs that Work to Reduce Youth Violence

First Lady Hillary Rodham Clinton
Attorney General Janet Reno
Secretary of Education Richard Riley

Lynn McDonald, Ph.D., Founder, Families and Schools Together (FAST), Madison, WI
Irma Howard, FAST Graduate, New Orleans, LA
Mariana R. Gaston, Director, Resolving Conflict Creatively Program, New York, NY
Thomas C. Frazier, Police Commissioner, Baltimore Police Department, Baltimore, MD
Sandy McBrayer, Executive Director, Children's Initiative, San Diego, CA
Lt. Gary French, Boston's Operation Ceasefire, Roslindale, MA

4:30 pm - 6:00 pm

Reception - Sponsored by the National Education Association and the American Federation of Teachers at 1201 16th Street, NW, Washington, DC 20036
(buses located at the East Visitor Gate on East Executive Avenue beginning at 4:00 p.m. will take you to the NEA. NEA is providing buses to bring people back to the White House.)

THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
October 15, 1998

- **The White House Conference on School Safety.** 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 school safety and security. In particular, the multiple shootings that took place in schools in Pearl, MS, Paducah, KY, Jonesboro, AK, and Springfield, OR, serve as painful reminders that no community is immune from senseless violence -- and that all communities must do their best to prevent such tragedies from ever occurring. The White House Conference on School Safety provides an opportunity for Americans to learn more about how they can make their own schools and communities safer.
- **The First Annual Report on School Safety.** At the conference, the President will discuss the findings of first Annual Report on School Safety -- a report intended to give parents, principals and policy makers an accurate, yearly snapshot of the school crime, as well as to provide information on what practical steps they can take to make their schools safer.

Major Findings of the Report:

Students less likely to be victimized but more likely to feel unsafe. Although the number of multiple homicide events at schools has increased since 1993 (from 2 to 6 -- and with 4 times as many victims), the overall school crime rate has actually dropped (from 164 crimes per 1,000 students in 1993 to about 128 such crimes in 1996). However, the percentage of students reporting that they felt unsafe at or on their way to school has increased.

Most schools safer than community at large. While the overall level of school and non-school crime is about the same (about 3 million crimes in each setting), students are more than twice as likely to experience serious violent crime while out of school. And the very worst violent victimizations -- murders and suicides -- rarely occur in or near schools. Fewer than 1% of the 7,357 thousand children who were murdered in 1992-93 -- or 63 -- were killed at school.

Serious crime and violence concentrated in a small percentage of schools. Only about 10% of public schools report serious or violent crimes to their local police departments. Nearly half -- or 47% -- of schools report less serious or non-violent crimes to police, and 43% report absolutely no crimes at all.

Violence more likely in larger, urban schools and with older students. One third of large schools (1,000+ students) report serious violent crimes to police, compared with less than one tenth of small schools. Also urban schools are twice as likely as rural schools to report serious violent crimes, and middle and high schools are 4 times more likely than elementary schools to report such crimes.

Fist fights and theft the most common crimes. Overall, physical attacks and fights without weapons are the crimes most often reported to police by middle and high schools. Theft is the most common school crime overall. In 1996, less than 10% of crimes against students were of a serious or violent nature.

Other Important Findings:

Fewer weapons in schools. About 6% of high school seniors -- less than in recent years -- are carrying firearms and other weapons to schools. Also, the percentage of seniors intentionally injured -- with or without weapons -- has not changed significantly over the past 20 years.

Gang presence nearly doubled. Between 1989 and 1995, the percentage of students reporting the presence of street gangs in their schools increased from 15% to 28% -- including large increases at urban, suburban and rural schools.

Violence and drugs linked. Students who reported being the victims of violent crimes at schools were more likely to report the availability of drugs at school. The presence of gangs and guns is also related to school crime and the victimization of students.

Teachers often crime victims. On average, 3% of teachers are the victims of violent crimes, and nearly 5% are the victims of theft at school.

- **The President's Call to Action.** During a panel discussion with a group of recognized school safety advocates and youth violence experts, the President will announce a series of new initiatives that address many of the problems identified in the Annual Report on School Safety. Specifically, he will propose:

(1) A New Federal Response for Violent Deaths in Schools. President Clinton will propose a \$12 million School Emergency Response to Violence -- or Project SERV -- to help schools and local communities respond to school-related violent deaths, such as those that occurred last year in Jonesboro, Arkansas; Paducah, Kentucky; Pearl, Mississippi; and Springfield, Oregon. Developed with input from local officials and educators in these and other communities, Project SERV will enable the federal government to assist local communities in much the same way FEMA assists in response to natural disasters.

(2) Targeted Resources for Schools with Serious Crime Problems. To help give the estimated 10% of schools with serious crime problems the tools they need to put the security of our children first, the President will announce 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.

(3) Reforms to Help Make All Schools Safe, Disciplined and Drug-Free.

President Clinton will announce his plan for a significant overhaul of the nearly \$600 million Safe and Drug-Free Schools and Communities Program. Under the President's 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.

(4) 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 President will launch a new Safe Schools -- Safe Communities initiative designed to help 10 cities develop and implement community-wide school safety plans. A minimum of \$25 million in discretionary grants from the Departments of Education, Justice and Health and Human Services -- or \$1-3 million per site -- will be made available for this initiative.

The President will announce a partnership with MTV to engage youth in solutions to violence. He will announce that MTV, beginning in 1999, will launch a year-long media campaign -- "Fight For Your Rights: Take A Stand Against Youth Violence" -- designed to give young adults a voice in the national debate on school and youth violence. Working with the Departments of Education and Justice, and the National Endowment for the Arts, MTV will distribute a Youth Action Guide that aims to engage youth in mentoring and other positive solutions to violence. The guide will be made available through a 1-800 number at the Justice Department and through MTV.

Putting Security First for Schools with Serious Crime

To help give the estimated 10% of schools with serious crime problems the tools they need to put the security of our children first, the President will announce a new \$65 million initiative to hire an estimated 2,000 community police and School Resource Officers to work in schools -- and to train school safety officers, educators and other members of the community to help recognize the early warning signs of violence.

Up to 2,000 Community Police Officers for Schools

While students are less likely to be a crime victim at school than in previous years, serious crime continues to plague many larger and urban schools -- and more students now feel unsafe at or on their way to school.

- **Building on the President's successful Community Policing Initiative.** To help address the needs of these schools, the President will announce the availability of \$60 million from his COPS Program to hire new community police and School Resource Officers to work in schools with serious crime problems. These new funds will help communities to expand their community policing efforts to include school crime problems as part of their overall community policing strategies. Generally, local police departments will receive up to \$125,000 per officer for three years -- with no local match required.
- **New training resources.** Additionally, this new initiative will dedicate \$5 million -- through the COPS Office's Regional Community Policing Institutes -- to train new police officers, and to train educators and other community members to help recognize the early warning signs of school violence.

A record of building partnerships between law enforcement and schools

- **Forging School-Based Partnerships Between Schools and Law Enforcement.** In September 1998, the President announced \$16.4 million in grants to 155 law enforcement agencies to fund new School-Based Partnerships grants through the Department of Justice. These grants will be used by policing agencies to work with schools and community-based organizations to address crime in and around schools. This initiative emphasizes using community policing principles and problem-solving methods to address the causes of school-related crime. The grants will help strengthen partnerships between local law enforcement and schools, and help them to focus on school crime, drug use and discipline problems.
- **Meeting the President's Pledge of 100,000 More Police.** Last week, the Justice Department's Office of Community Oriented Policing Services (COPS) announced \$27.4 million in grants for 151 policing agencies across the country to hire 428 officers -- bringing the total number of officers funded under the President's COPS Initiative to over 88,500 -- keeping the COPS Initiative ahead of schedule and under budget.

Promoting a Community-Wide Response to School Safety and Youth Violence

To help communities throughout the country promote a coordinated, comprehensive response to school and youth violence, the President will launch a new Safe Schools -- Safe Communities initiative designed to help cities develop and implement community-wide school safety plans. He will also kick-off a partnership between the federal government and MTV to engage youth in solutions to violence.

The Safe Schools -- Safe Communities Initiative

- **A Community-Wide Response.** Parents, principals, police and others should work together to prevent school crime and violence from ever taking hold in their communities. To help promote such coordinated, community-wide responses throughout the country, the President will launch "Safe Schools -- Safe Communities." Under this initiative, 10 cities will be eligible for at least \$25 million in discretionary grants from the Departments of Education, Justice and Health and Human Services to develop and implement strategies with the following components:
 - ✓ *Formal school safety policies*, including zero tolerance for guns and drugs, discipline, school uniforms, and truancy prevention;
 - ✓ *School security measures*, such as metal detectors and police patrol of schools;
 - ✓ *Assessment and interventions for troubled youth*, such as mental health counselors and alternative schools;
 - ✓ *Prevention*, including mentoring for students; and
 - ✓ *After school programming* for children and youth
- **One-Stop Shopping.** Under this initiative, communities adopting a comprehensive approach to school safety will no longer have to seek federal support for their efforts in a piece-meal fashion. Instead, eligible applicants will benefit from "one stop shopping" -- or a single application, through which a series of federal grants targeting youth violence can be accessed. Each site will be eligible for up to \$3 million, depending on the size and needs of the community.

Getting Youth Involved in the Community Response

- **MTV Partnership.** The President will announce a partnership with MTV to engage youth in solutions to violence. He will announce that MTV, beginning in 1999, will launch a year-long media campaign -- "Fight For Your Rights: Take A Stand Against Youth Violence" -- designed to give young adults a voice in the national debate on school and youth violence.
- **Providing Solutions for Youth.** In partnership with the Department of Justice and Education, and the National Endowment for the Arts, MTV will create and distribute a Youth Action Guide that aims to engage youth in mentoring and other positive solutions to violence. The guide will be made available through a 1-800 number at the Justice Department and through MTV.

Creating Safe, Disciplined, and Drug-Free Schools

Many of our nation's schools report difficulties with maintaining order and discipline. In the 1996-97 school year, 41% of public schools reported moderate discipline problems and 16% reported serious discipline problems. Among the most common discipline problems reported were tardiness, truancy, fist fights, and student drug, alcohol and tobacco use. Moreover, schools that had more serious discipline problems were more likely to report crime or violence. That is why the President will outline a proposal to overhaul and strengthen the Safe and Drug-Free Schools Program to ensure that students have safe, disciplined and drug-free environments for learning.

Revamping Safe and Drug-Free Schools. President Clinton will announce his plan for the overhaul of the nearly \$600 million Safe and Drug-Free Schools program to provide more effective prevention programs for the reduction of drugs and violence in schools, more accountability for results, and better targeting to those schools that need the most assistance.

- Increasing funding for effective plans and strengthening accountability. Under the proposal, federal funds will provide support to school districts with demonstrated need and a commitment to adopt a rigorous, comprehensive approach to drug and violence reduction and prevention.
- Creating incentives to develop comprehensive and results-oriented plans. Districts will be expected to use relevant drug and violence data to develop a comprehensive plan -- in consultation with parents, teachers, students, law enforcement officials, mental health providers and other members of the community -- to do the following:
 - Adopt and enforce clear and fair discipline policies, such as zero tolerance policies for guns and drugs, school uniforms, and closed campus policies, and parent notification and involvement.
 - Secure schools and pathways through implementing measures such as metal detectors, and formal agreements with law enforcement or safety officials to patrol school grounds and pathways to school.
 - Provide effective anti-drug and violence prevention programs, including programs that teach responsible decision-making, mentoring, mediation, or other activities aimed at changing behaviors. Funded activities must demonstrate effectiveness in helping to create a drug-free and safe learning environment.
 - Collect data and report to the public results by providing annual report cards on the number and type of school-related drug and/or violence incidents.
 - Assess and intervene for troubled youth through procedures to identify students for evaluation and counseling; training for teachers and staff; and providing linkages between district officials, mental health, and other community professionals where appropriate.

Connect to after-school activities for youth to extend the school day and/or develop links to other after-school programming, and help provide children with meaningful connections to responsible adults in the community.

Develop plan for crisis management, such as a shooting on school grounds or drug overdoses. The plan will also address assistance for victims, contacts with parents, law enforcement, counseling, and communication with the media.

Taking on Bullying. Bullying often interferes with learning, and when perpetrators go unpunished, a climate of student fear can take over. Youths who are victimized by bullies occasionally take drastic measures -- which can lead to violent behavior or weapons-carrying.

- Bullying common among youth. Bullying among children is generally defined as intentional, repeated hurtful acts, words, or other behavior, such as threats or name calling. It may be physical, verbal, emotional or sexual in nature. In one study of junior high and high school students, 88% of students reported having watched bullying and 76% reported being a victim of bullying at school.
- New manual to combat bullying. Today, the Education Department will release a manual to combat bullying. The manual contains innovative strategies, and resources to help teachers, school staff, students, parents and other community members to prevent and intervene with bullying problems before they escalate into violent outbreaks.

Encouraging School Uniform Policies. School uniform policies, combined with other prevention efforts, have shown promise in helping to reduce violence while promoting discipline and respect in school. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniforms manual prepared by the Department of Education in consultation with local communities and the Department of Justice.

- Major crime reduction in Long Beach schools reported. Recently, the Long Beach, California Unified School District -- the first large urban school district in the United States to require school uniforms -- released data showing a 91% drop in K-8 school crime since implementing their policy in September 1994, including a 92% decline in weapons/look-alikes; 91% fewer robberies; and 62% less drugs.
- More schools adopting uniform policies. Since President Clinton announced his support for school uniforms in 1996, a growing number of schools have adopted policies including: New York City, Dade County, San Antonio, Houston, Chicago, and Boston.

Project SERV: School Emergency Response to Violence

President Clinton will propose a \$12 million School Emergency Response to Violence -- or Project SERV -- to help schools and local communities respond to school-related violent deaths, such as those that occurred last year in Jonesboro, Arkansas; Paducah, Kentucky; Pearl, Mississippi; and Springfield, Oregon. Developed with input from local officials and educators in these and other communities, Project SERV will enable the federal government to assist local communities in much the same way FEMA assists in response to natural disasters.

Project SERV: Helping Communities Respond to School Shootings. To help communities respond to rare but tragic school-related violent incidents, Project SERV will provide communities with resources to respond to immediate crisis need; to provide increased security and ongoing counseling; and to help state and local officials plan for, prevent against and respond to similar tragedies. The mission of Project SERV will be to:

Provide Immediate Assistance for Emergency Response. As soon as a school-related violent or traumatic incident occurs, the federal government will be able to provide the affected community with immediate assistance, through:

- **A \$12 million Emergency Response Fund** to help communities meet urgent and unplanned needs, such as additional security personnel, emergency mental health crisis counseling, and longer-term counseling to students, faculty, and their families.
- **Crisis Response Experts** trained by the Departments of Education, Justice, Health and Human Services, and the Federal Emergency Management Administration, who can help local officials identify and respond to community needs, help in developing a plan to address those needs, and assist in locating necessary financial and human resources.

Establish Coordinated Federal Response to School Crises. Officials from the Departments of Education, Justice, HHS and from FEMA worked together to help communities impacted by this year's shootings. These agencies will continue to work together as part of Project SERV, and improve ongoing federal crisis response efforts.

Strengthen the Ability of States and Communities to Respond to School Crises. Project SERV will work to strengthen the ability of each state's emergency management, education, community mental health and law enforcement agency to prevent and respond to school crises.

Support Research and Evaluation. To help communities deal with future school-related crises, Project SERV will support research and evaluation on effective ways to prevent and respond to the consequences of school-related homicides and other such incidents.

Building An Effective Partnership with Local Communities and States. In the aftermath of the school shootings, the Departments of Education, Justice and HHS worked closely with officials from Pearl, Paducah, Jonesboro, and Springfield by providing crisis response teams, victim assistance, and funds for added security and immediate counseling for students, teachers and families. Following up on these tragic events, White House and agency officials reviewed these efforts and in September met with officials and educators from each community. As a result, we learned that communities could benefit from longer term, coordinated and comprehensive federal assistance. The President's plan is a direct response to these lessons and will be refined through continued consultation with these and other communities.

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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Educ - school violence

WHITE HOUSE CONFERENCE ON SCHOOL SAFETY
MORNING SESSION PARTICIPANTS

The President
The Vice President
Mrs. Clinton
Mrs. Gore

Suzanne Wilson, Jonesboro, Arkansas

Logistical Contact: Rita Bibbs (202) 898-0792 (o) or

P6/(b)(6)

(h)

[001]

Press Contact: Naomi Pace (202) 289-5784

She will speak about the tragic loss of her daughter in the Jonesboro school shooting. She has spoken publicly several times, including a Presidential Event on July 8, 1998, in support of Child Access Prevention Laws.

PANEL PARTICIPANTS:

Jamon Kent, Springfield, Oregon
Superintendent of Schools
(541) 726-3200

Contact: Cherie Kistner for schedule and press

Will talk about the community-wide effort to prevent youth violence underway in Springfield before the shooting took place and how they have continued and expanded those efforts. He has spearheaded efforts created alternative programs for at-risk students and turn-around programs for students in adjudication or expelled.

Police Commissioner Paul Evans, Boston, Massachusetts

Press Contact: Jim Jordan (617) 343-4507

Scheduler/Logistical Contact: Eva Doucette (617) 343-4500

He will discuss the success of the Boston Project, which has dramatically reduced youth violence through a comprehensive community approach. He will specifically refer to the many people within the community that are critical to their success -- including the faith based community, probation officers, police, and parents. They have also started to implement a new COPS school- based grant to help focus on school safety.

Liberty Franklin, Everett, Washington

Everett Boys and Girls Club

Contact: Bill Tsoukalas, Exec. Dir., Boys and Girls Clubs of Snohomish Co. (425) 258-2436

She was raised by a single mother in a low income housing project. She has four siblings who have been in and out of jail. Her mother is a recovering alcoholic. She was on the fringe of some problems, but a Boys and Girls club advisor intervened

and she became involved in the club. She is now a senior in high school with a 3.95 GPA and is helping other students to talk out of trouble. She will talk about her tie to a positive adult role model helped turn her life around. She works to provide for her mother and brothers and is planning for college next year.

Deedee Corradini, Mayor Salt Lake City, Utah
President of the U.S. Conference of Mayors

Contact: Kelly (801) 535-7743

She will present the President with the U.S. Conference of Mayors Action Plan which came out of their recent conference on school safety in St. Lake City. She will discuss the unique role of cities and local efforts in reducing and preventing youth violence.

Representative Bob Etheridge (D-NC)

Contact: (202) 225-4531

Joanna Quintano, Miami, Florida

3rd Grade Teacher, Coral Way Elementary

(305) 854-0515 (o) *To be given to press

P6/(b)(6)

(h)

She will speak about the successful anti-crime efforts at her school including school uniforms, gun safety curriculum, DARE officers, and alternative classes for at-risk youth. She will talk about the importance of reducing class size in order to identify troubled youth and for students to learn well. She will also talk about the business efforts to encourage students to work hard including Pizza Hut reader of the week awards which entitle students to a free meal and helps to promote hard work.

Thelton "Tony" Earles

Professor, Harvard School of Public Health

He will discuss his project on Human Development in Chicago Neighborhoods which found that the key indicator for juvenile crime and delinquency is neighborhood cohesiveness and that programs involving responsible adults interacting with children are the most likely to promote anti-violence.

Marlene Wong, Valley Branch, California

Director, UCLA School of Mental Health

She helped to counsel the Springfield community in the aftermath of the Springfield High School Shooting. She will discuss the mental health ramifications of such a tragedy.

The White House Conference on School Safety

October 15, 1998

Questions and Answers (Internal)

GENERAL CONFERENCE QUESTIONS

Question: Why are you hosting a White House Conference on School Safety?

Answer: Although schools are among the safest places for America's young people, we know that violent crime continues to plague a number of our schools. The recent school shooting tragedies are a stark reminder of this. We know that the problems children face in school often reflect the problems of their communities: drugs, gangs, and guns. Fortunately, we also know a lot about the causes of youth violence and school violence, as well as what works to prevent it. The President is convening the White House Conference on School Safety so that we can share with people around the country the wealth of information we have. Well over 600 satellite sites will be participating in this Conference; they will listen to, and learn from, students, parents, teachers, law enforcement and other experts about why school violence happens and what works to prevent it.

Question: What is happening at the Conference?

Answer: The White House Conference on School Safety will work toward finding solutions to this challenge: *How do schools, families and communities work together to make sure that every child is safe in every school and community in America?* The President, Vice President and First Lady will explore solutions to this challenge with the Attorney General, the Secretary of Education, elected officials, students, parents, teachers, law enforcement and other experts.

The day-long event in the East Room of the White House includes morning workshops and panel discussions. The opening panel will set-up the day by examining the problem and the causes of school and youth violence. The second panel will turn towards solutions, with the President making a number of policy announcements. The third and final panel will explore best practices and model safety strategies that have been shown to reduce school and youth violence.

Question: What has the President done on the issue of school safety?

Answer: Throughout his Presidency, President Clinton has worked to strengthen America's schools, communities and families, by giving Americans the tools they need to fulfill their responsibilities and giving children the ability to reach their full potential in a safe and healthy environment. To that end, President Clinton and this Administration have worked to promote school safety, prevent youth violence and encourage learning. The

President is working to make our schools safer and drug-free with programs like School-Based Partnerships which helps to forge or strengthen partnerships between local law enforcement and schools to focus on school crime, drug use and discipline problem or the zero tolerance for guns in schools policy which requires the expulsion of students for bringing firearms to schools. Last month, the President released the *Early Warning, Timely Response: A Guide to Safe Schools*. This guide provides schools and communities with information on how to identify the early warning signs and take action steps to prevent and respond to school violence. And the President's comprehensive Anti-Gang and Youth Violence Strategy is a full-scale assault on juvenile crime in America. These are just a few examples.

Question: **Are America's schools unsafe?**

Answer: America's schools are quite safe. While we need to work to make them safer, we know that for the most part our schools are safer than the communities in which they are located. Data from the Annual Report on School Safety indicates that 43 percent of schools reported NO incidents of crime, and 90 percent of schools reported NO incidents of serious violent crime.

But even though schools are generally safe, no school or community is immune from senseless violence, as last school year's tragedies reminded us. And although students are safer sitting in a classroom than walking down the street, serious crime problems persist, gang presence in schools doubled between 1989 and 1995, thousands of kids bring guns to school, and discipline remains the #1 problem in the classroom. We will be addressing these issues in the Conference.

Question: **If America's schools are, for the most part, so safe, why did these recent tragedies occur?**

Answer: The recent tragedies in Pearl, Paducah, Jonesboro, Springfield, Oregon are extremely rare (less than one percent of homicides among this age group occurs in a school setting). Nevertheless, they are truly tragic incidents that we hope never happen again. We may never understand why a young man would walk into a school and shoot his fellow students and teachers -- perhaps because of media influences, availability of guns, insufficient mental health counseling. While we need to better understand why these incidents occurred, it is more important that we ensure they don't happen again. Much of what is happening at this conference will help schools and communities in that regard.

Question: **Whose responsibility is it to create safer schools and communities?**

Answer: We cannot make schools truly safe unless we make the communities -- of which those schools are a part -- safe as well. And we cannot make schools and communities safe

unless students, parents, teachers, law enforcement, government agencies, businesses and elected officials join together to develop community-wide and comprehensive responses to the unique issues that face every school and community. Fundamentally, creating safe schools and communities is a local issue; but we at the Federal level stand ready to offer our assistance and partnership.

Question: How did you select these individuals who are panelists?

Answer: We received many recommendations and worked to make sure that the panels represent a good cross-section of America, as well as perspectives from individuals who have a lot of firsthand experience with school safety and youth violence in general. The panelists include noted experts in their fields, participants from communities affected by the recent school shootings, a student, educators and other stakeholders. We are looking forward to thoughtful discussions which focus not only on the problems and challenges with respect to school safety -- but primarily on the solutions.

Question: The panels do not appear to be very bipartisan. Why not?

Answer: School and youth safety aren't partisan issues. Our panelists are a good cross-section of America -- actually, of the 16 or so panelists (excluding principals), only two are elected officials, one is a member of Congress and the other is a mayor. And this Administration encourages participation from both sides of the aisle on these important issues.

Question: What is the First Lady's role at this Conference? Why is the First Lady playing such a large role in this conference? What does she know about this issue?

Answer: The First Lady will chair the opening panel which will set-up the day by examining the problem and the causes of school and youth violence and she will participate in the second panel which will turn towards solutions. Lastly, the First Lady will chair the third and final panel which will explore best practices and model safety strategies that have been shown to reduce school and youth violence.

Throughout her career, the First Lady has worked on issues affecting children and families. And one of the very first projects she worked on as a young attorney at the Children's Defense Fund 25 years ago was a study of what happens to juveniles incarcerated with adults. She found that children placed in adult prisons experience unspeakable horrors, and in fact, as a result of this research, Congress acted in 1974 to separate juveniles from adults in prison. Since then Mrs. Clinton has worked on a number of initiatives, including home visitation, mentoring programs, and early education programs, that reduce juvenile delinquency, crime rates, teen birth rates, and other signs that children are at risk.

Question: What is the purpose of the morning breakout sessions? Who is participating in these sessions?

Answer: The morning break-out sessions are critical opportunities for the Conference's participants to brainstorm, to share ideas with Attorney General Reno, Education Secretary Riley, other senior members of the Administration and with each other. Each of the break-out sessions will focus on a different element of creating safe learning environments. We will examine (i) education and safety, (ii) school, community and law enforcement partnerships, (iii) root causes of youth violence, and (iv) early warning signs, mental health interventions and crisis response.

QUESTIONS ON NEW PROPOSALS

Question: What did the President announce today?

Answer: The President will announce a series of new initiatives that address many of the problems identified in the Annual Report on School Crime and Safety. Specifically, he will propose:

(1) A New Federal Response for Violent Deaths in Schools. President Clinton will propose a \$12 million School Emergency Response to Violence -- or Project SERV -- to help schools and local communities respond to school-related violent deaths, such as those that occurred last year in Jonesboro, Arkansas; Paducah, Kentucky; Pearl, Mississippi; and Springfield, Oregon. Developed with input from local officials and educators in these and other communities, Project SERV will enable the federal government to assist local communities in much the same way FEMA assists in response to natural disasters.

(2) Targeted Resources for Schools with Serious Crime Problems. To help give the estimated 10% of schools with serious crime problems the tools they need to put the security of our children first, the President will announce 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.

(3) Reforms to Help Make All Schools Safe, Disciplined and Drug-Free. President Clinton will announce his plan for a significant overhaul of the nearly \$600 million Safe and Drug-Free Schools and Communities Program. Under the President's 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.

(4) 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 President will launch a new Safe Schools -- Safe Communities initiative designed to help 10 cities develop and implement community-wide school safety plans. A minimum of \$25 million in discretionary grants from the Departments of Education, Justice and Health and Human Services -- or \$1-3 million per site -- will be made available for this initiative.

The President will announce a partnership with MTV to engage youth in solutions to violence. He will announce that MTV, beginning in 1999, will launch a year-long media campaign -- "Fight For Your Rights: Take A Stand Against Youth Violence" -- designed to give young adults a voice in the national debate on school and youth violence. Working with the Departments of Education and Justice, and the National Endowment for the Arts, MTV will distribute a Youth Action Guide that aims to engage youth in mentoring and other positive solutions to violence. The guide will be made available through a 1-800 number at the Justice Department and through MTV.

Question: Are you announcing any new funding for these programs?

Answer: The \$65 million for the community police in schools initiative and \$25 million for the Safe Schools-Safe Communities demonstration project would be funded through our FY 99 appropriations. We have identified funds that we could use within those appropriations bills -- none of which have been at issue during budget discussions. So, once Congress finally enacts these spending measures, we can begin to fund our initiatives. We expect to transmit legislation to Congress for our proposal to create a new emergency federal response to violent school deaths (Project SERV), and will include the \$12 million to pay for it in our FY 2000 budget.

Community Police Officers for Schools

Question: What does your community police for schools initiative accomplish?

Answer: To help give the estimated 10% of schools with serious crime problems the tools they need to put the security of our children first, the President will announce a new \$65 million initiative to hire approximately 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.

The initiative, administered through the Justice Department's Office of Community Oriented Policing Services (COPS), offers \$60 million to help communities hire school resource officers to combat school violence. This initiative offers an incentive for local law enforcement agencies -- in the form of waiving a local matching requirement -- to build working relationships with schools to use community policing efforts to prevent and combat school violence. In addition, the President's Initiative will dedicate \$5

million through the Regional Community Policing Institutes to communities to help train school resource officers, and to train educators and other members of the community to recognize the early warning signs of school violence.

Question: Who is eligible to participate in the COPS initiative?

Answer: Any local law enforcement agency utilizing officers as part of a comprehensive community policing strategy to combat crime in and around schools may apply for the program through the COPS Office.

Question: What is a school resource officer?

Answer: School resource officers are sworn, fully trained officers assigned to work in a school. The presence of a school resource officer helps provide a school with a sense of security and order, as well as strong link to their local police department. From teaching substance abuse prevention, to mentoring troubled kids, to intervening with potentially violent situations between students, school resource officers across the country are combine the functions of law enforcement and education, and helping to improve school environments.

Question: What is the need for the COPS initiative?

Answer: School related crime and disorder is a serious concern in communities of all sizes across the nation. Many communities are discovering that school resource officers are making a difference in the battle to provide our children with a safe learning environment. The President's initiative will help even more communities that are interested to use these officers in creating their own solutions to school safety and violence.

Safe and Drug-Free Schools Reform

Question: Are you proposing increased funding for the Safe and Drug-Free schools program?

Answer: This proposal outlines the broad framework and requirements for federal support of state and local drug and/or violence prevention and reduction efforts. While this plan does anticipate some level of increased funding, it also will provide more targeting of resources to provide stronger support to school districts for comprehensive approaches for the reduction of drugs and violence in schools. Discussions are currently underway to establish budget proposals for all programs in the President's FY 2000 budget.

Question: This program has been criticized for wasting funds because school districts have spent them on programs that would not appear to have any impact on

reducing drug use and violence. How is this proposal going to prevent the misuse of funds?

Answer: A key element of our proposal to overhaul the Safe and Drug-Free Schools program is to strengthen accountability for school districts receiving federal funds. These districts will have to develop a plan based on their actual crime, drug and discipline problems -- and spend funds on activities that have shown to be effective in creating drug-free and safe school environments. These plans must also provide for the publication of an annual report card to the public on school-related crime and drug incidents. Moreover, this proposal will strengthen the capacity of states to provide technical assistance and training to local districts to ensure that their drug and violence prevention and reduction approaches are effective.

Comprehensive Safe School-Safe Communities Initiative

Question: Where will funds for the Coordinated Grants Program come from?

Answer: Funds for the Coordinated Grants Program will come from three agencies: Department of Justice, Education Department and the Department of Health and Human Services. Various programs within these three agencies will contribute funds for this effort. For example, the Office of Juvenile Justice Delinquency Prevention will contribute a portion of funds from their Juvenile Mentoring Program and its Gang Free Schools and Communities - Community Based Gang Intervention Program for this effort; the Justice Department will contribute funds from its COPS Initiative; the Department of Education will contribute a portion of their Safe and Drug Free Schools National Program funds; and the Department of Health and Human Services will contribute funds from its Family Strengthening Program. Further, a portion of the funds appropriated for expansion of Boys and Girls Clubs will be linked to this effort.

A minimum of \$25 million in discretionary grants from FY1999 will be made available for this initiative, and more funding may ultimately be dedicated to it dependent upon final FY 99 appropriations outcomes.

New Federal Response to Violent Deaths in Schools

Question: What types of incidents will this initiative respond to?

Answer: While details concerning the types of incidents which the Federal Government will respond to have not yet been decided, it has been determined that the Federal Government will at a minimum respond to incidents such as those experienced last school year in Paducah, Kentucky; Pearl, Mississippi; Jonesboro, Arkansas; and Springfield, Oregon. Prior to making a final determination as to other types of incidents that will be responded to, the Federal Government will seek the advice of educators, victims, law enforcement officials, victim service advocates, parents, mental health

workers and emergency service personnel.

QUESTIONS ON RELATED LEGISLATION

Question: Why hasn't this Administration pushed harder for juvenile crime legislation?

Answer: This Administration has pushed aggressively for powerful juvenile crime legislation -- legislation which strikes the right balance between accountability and prevention for America's youth. All the way back in February 1997, this Administration submitted to the Congress the "Anti-Gang and Youth Violence Act of 1997"--a vital part of the Administration's strategy to mount a full-scale assault on juvenile crime in America. While we have sought to work with Congress to pass meaningful legislation, we don't believe we should accept bad juvenile crime legislation which lacks resources for prosecutors and courts and provisions to crack down on kids and guns -- simply for the sake of claiming success. We are disappointed that the Congress has been unable to pass legislation that could help to stem juvenile crime and improve the safety of our communities.

SHOOTING-RELATED QUESTIONS

Question: The kids involved in the Jonesboro case were only 11 and 13 years-old-- neither of whom could be charged as adults for this horrible tragedy. Doesn't this seem to suggest that we should have a national age floor to be able to prosecute juveniles as adults?

Answer: Current federal law generally allows for the prosecution of 15 year-old juveniles as adults for certain drug and gun crimes, and in limited cases, even 13 year-olds can be tried as adults in federal court. We passed these lower ages as part of the 1994 Crime Bill. In addition, our juvenile crime legislation would give greater flexibility for federal prosecutors to prosecute juveniles as adults, and would expand the list of crimes which allow for such prosecution to include certain violent felonies and drug offenses. We believe that these are sufficiently tough provisions.

Question: Guns played a tragic role in these shootings. Is this Administration doing enough to keep guns out of the hands of children? What more can be done to avoid these tragedies?

Answer: Our first priority, must be to do everything we can to help communities save young lives and prevent juvenile crime and violence from happening in the first place. And the truth is: we already know that tough, targeted deterrence and better prevention will do this. For example, in Boston, Federal, state and local law enforcement --and the entire criminal justice system, police, prosecutors, probation officers and courts --worked

together to deliver a tough, targeted message on gun violence. The result: the gangs were literally disarmed, and no juvenile was killed with a firearm for a 2 ½ year period. The President's juvenile crime legislation combines this type of tough, targeted enforcement --with schools that are open later and on weekends, when most violent youth crime occurs --so we can prevent youth crime and violence before it happens.

But we can also do more to make sure that we help keep illegal guns out of the hands of children. We should raise penalties for juveniles who possess handguns, and for adults who illegally transfer handguns to juveniles. We should extend the Brady Law, so that young people who commit serious and violent offenses can't purchase handguns as soon as they become adults. And we should continue to crack down on illegal gun markets, by increasing penalties for straw purchases and for gang-related firearms offenses.

Question: **Can we stop these senseless acts from happening? Do they just happen?**

Answer: We can create safer environments for learning and we can prevent many crimes from occurring. This is not an easy task but it is one that can be done. One of the cornerstones of any strategy to create safer schools and safer communities is getting the entire community --including parents, students, teachers, mental health service providers, clergy, law enforcement--involved in designing programs and policies that meet the need of the school and the community.

In August, the President released a booklet called, "Early Warning Timely Response-- A Guide to Safe Schools", which provides teachers, principals, and parents with information on how to identify the early warning signs of violence, and actions steps to prevent and respond to school violence. The Annual Report on School Safety, released yesterday, also provides some tips for parents, students, businesses, etc. on what they can do to create safer schools and communities and provides examples of proven strategies and models.

Question: **In most of these instances, including in Springfield with Kip Kinkel, the mental health of these boys seems to be in question. If mental illness is the root cause, can we prevent these random acts from happening?**

Answer: The Administration has been working very hard to help schools -- and others who interact with children -- to identify those students who are in need of assistance to improve the linkages between mental health services and schools. The President recently released a guide on the early warning signs of violence which provides teachers, administrators, and parents with guidance on how to identify students who are in need of mental health services. We believe the guide will help schools identify those students who are in need of mental health services earlier, so they can receive the help they need.

But there's another answer, too, and it goes to the heart of why a child's cry for help

often goes unheeded. The simple fact is that mental illness is still a very scary idea that many believe shouldn't be talked about or acted upon. Through the work of Mrs. Gore and HHS' Substance Abuse and Mental Health Services Administration (SAMHSA), we have been working to educate the Nation to the realities of mental health problems and to break through the stigma that, for too long, has stood between a person in need of care and the impetus to seek that care.

Question: Most people feel that mental health services are not adequately funded. Are these services being funded at appropriate levels both locally and at the Federal level? If not, why not?

Answer: Funding -- whether at the federal or state level -- is but one of the issues that has affected the range and availability of mental health services. Since the late 1960s, when large numbers of people were released from state institutions, community mental health systems have been called upon to provide the bulk of mental health services. Until recently, the stigma of mental illnesses has separated mental health care not only from other types health care, but also from the capacity to link with schools, social service agencies, employment programs, and other supportive services. Today, the health of these collaborations is increasingly robust -- but variably so, across the country. The challenge that we are meeting today has been to both leverage our resources and to build partnerships with the broad range of mental health constituencies at the national, state, and local levels to improve their systems of care for people of all ages with mental health problems.

**PRESIDENT CLINTON:
WORKING TO PROTECT SCHOOLS AND CHILDREN**

October 15, 1998

"At a time when we are doing everything we can to strengthen our nation for the 21st Century, we cannot afford to let the threat of violence in our schools and our communities stand between our children and the education they need to make the most of their lives. We must take action to prevent youth violence before it happens."

President Bill Clinton

October 15, 1998

Today, President Clinton and First Lady Hillary Rodham Clinton host the White House Conference on School Safety, bringing together youth violence experts and advocates, educators, elected officials, law enforcement, and prevention and intervention practitioners, to discuss and learn more about what we can do to make our schools and communities safer. At the Conference, the President will release the findings of the first Annual Report on School Safety, prepared by the Departments of Justice and Education, and announce new initiatives to address many of the problems identified in the Report.

THE FIRST ANNUAL REPORT ON SCHOOL SAFETY. The first Annual Report on School Safety is intended to give parents, principals and policy makers an accurate, yearly snapshot of school crime, as well as to provide information on what practical steps they can take to make their schools safer. Among the findings the President will announce are:

- The overall crime rate in schools has dropped since 1993.
- Most schools are safer than the community at large. Students are more than twice as likely to experience serious violent crime while out of school, and the very worst violent victimizations rarely occur in or near schools;
- Serious crime and violence is concentrated in a small percentage of schools. Only about 10 percent of public schools report serious or violent crimes to their local police departments. Roughly 46 percent of schools report less serious or non-violent crimes to police, and 43 percent of schools report no crime at all;
- Violence is more likely in larger, urban schools with older students. One-third of large schools (1,000 + students) report serious violent crimes to the police, compared with less than one-tenth of small schools. Also, urban schools are twice as likely as rural schools to report serious violent crimes, and middle and high schools are four times as likely than elementary schools to report such crimes;
- Fist fights and theft are the most common school crimes. Overall, physical attacks and fights without weapons are the crimes most often reported to police by middle and high schools. Theft is the most common school crime overall.

A PRESIDENTIAL CALL TO ACTION. The President will announce a series of new initiatives that address many of the problems identified in the Annual Report on School Safety, including:

- **A New Federal Response To Violent Deaths In Schools.** The President will propose a \$12 million School Emergency Response To Violence -- Project SERV -- to help schools and local communities respond to school-related violent deaths;
- **Targeted Resources For Schools With Serious Crime Problems.** The President will announce a new initiative to hire up to 2,000 community police and School Resource Officers to work in the 10 percent of schools with serious crime problems and train police, educators, and other members of the community to help recognize the early warning signs of violence;
- **Reforms To Help Make All Schools Safe, Disciplined, And Drug-Free.** The President will announce his intent to overhaul the Safe and Drug-Free Schools and Communities Program so that schools will be required to adopt rigorous, comprehensive school safety plans for effective drug and violence prevention and reduction;
- **A Community-Wide Response To School Safety And Youth Violence.** The President will announce the launch of a new Safe Schools - Safe Communities Initiative designed to help 10 cities develop and implement community-wide school safety plans;
- **A New Partnership To Engage Youth In Solutions To Violence.** Together with Music Television (MTV), the federal government will launch a new campaign to encourage young people to become mentors and help their peers resolve conflicts peacefully. This campaign, "Fight for Your Rights : Take a Stand Against Youth Violence" will reach millions of young people and help make our schools and communities safe.

Michael D. McCurry

10/01/98 11:20:28
AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: youth violence summit

my pal, tina exarhos from MTV (212-258-8727), called to run thru some issues related to the youth violence summit here at the white house on october 15. apparently we are planning a partnership announcement in which MTV will have some role and tina is trying to figure out how we are pitching the deal. i'm not sure who has the ball on this, but i suggested she reach out to all of you (rahm, bruce, elena, ann) to fill you in on what they are planning to do. from experience, i know they do a pretty good job working the press and they will help sell this event and make it into something.

Message Sent To:

Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Ann F. Lewis/WHO/EOP
Michelle Crisci/WHO/EOP
Amy W. Tobe/WHO/EOP
Joseph P. Lockhart/WHO/EOP
Barry J. Toiv/WHO/EOP

White House Conference on School Safety

October 15, 1998

"...[L]earning cannot occur unless our schools are safe and orderly places where teachers can teach and children can learn. Wherever there is chaos where there should be calm, wherever there is disorder where there should be discipline, make no mistake about it, it's not just a threat to our classrooms..., it is a threat to the strength and vitality of America.... We have to do more... I will host the first ever White House Conference on School Safety... to find new solutions to this profound challenge."

-- President Clinton,
July 20, 1998

White House Conference on School Safety

On October 15, 1998, the President will host the White House Conference on School Safety. To mark this important day, the President will proclaim October 15, 1998 to be National School Safety Day. The Conference will be a day-long event in the East Room of the White House that will include an important policy address by the President, participation by the Vice President, First Lady and Mrs. Gore, workshops, a morning panel discussion, and a listening and discussion session with participants that will explore best practices and model school safety strategies. The Conference will include communities recently affected by school shootings and will be linked by satellite to communities and schools across the country.

Although schools remain among the safest places for America's young people, even one incident of violent crime in a school is too many. The Conference's goals include: building on the existing body of knowledge about young people and aggressive or violent behavior; listening and learning from students, parents, teachers, law enforcement and other experts about safety and discipline in schools; sharing best practices and exploring new solutions; and developing strategies to put these safety models in place in schools across the nation. The White House Conference on School Safety will work toward finding solutions to this challenge: *How do schools, families and communities work together to make sure that every child is safe in every school in America.*

The President Will Announce New Initiatives Promoting Discipline and Safety in Schools

At the Conference, the President will announce a number of new initiatives to help schools and communities prevent and respond to violence and promote order and discipline in schools. In addition, the President will issue the first Annual Report on School Safety, which will include: an analysis of all existing national

school crime data and an overview of state and local school crime data; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime; and resources available to schools and communities to help create safe, disciplined, and drug-free schools.

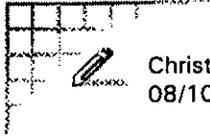
Conference Participants

The President, Vice President, First Lady, and Mrs. Gore will be joined by the Attorney General, the Secretary of Education, the Secretary of Health and Human Services, Members of Congress, a number of state and local elected officials, including mayors, and approximately 100 other Conference participants. These participants will include: students, parents, teachers, principals, school superintendents, members of law enforcement, experts from the medical and psychological fields, clergy and religious leaders, and other community representatives.

For More Information

Contact the White House Conference on School Safety at 202-456-6351.

Educ - school safety
violence



Christa Robinson
08/10/98 05:38:27 PM

Record Type: Record

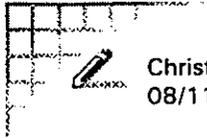
To: Cynthia A. Rice/OPD/EOP

cc: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP, Laura Emmett/WHO/EOP, Andrea Kane/OPD/EOP

Subject: Re: Welfare Caseload Announcement

FYI, August 22nd is when DOJ/Dept. of Ed will be ready to release their school safety Early Warning Guide. They need to release it close to this date so that schools will have it for the beginning of the school year.

Blue - school evidence



Christa Robinson
08/11/98 01:03:39 PM

Record Type: Record

To: Amy W. Tobe/WHO/EOP, Stacie Spector/WHO/EOP, Ann F. Lewis/WHO/EOP, Kris M Balderston/WHO/EOP

cc: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
Subject: Early Warning Guide Radio Address on August 22

Do you think there should be someone available to do a press briefing on the Early Warning Guide either in D.C. or in Martha's Vineyard? The guide is produced jointly by Department of Ed. and DOJ, and it may help build press interest if there is someone to explain it to reporters. Should Riley and Reno do an embargoed briefing here on Friday? Do we need anyone from either Dept. or the DPC to travel that day to do a background briefing for the WH Press Corps? Please advise.

**PRESIDENT CLINTON:
PROMOTING DISCIPLINE AND SAFETY IN SCHOOLS**

July 20, 1998

"Our progress will come to nothing if our schools are not safe places, orderly places, where teachers can teach and children can learn. We also know that in too many American schools, there is lawlessness where there should be learning. There is chaos where there should be calm. There is disorder where there should be discipline. Make no mistake, this is a threat not only to our classrooms, but to America's public school system and, indeed, to the strength and vitality of our nation."

President Bill Clinton
July 20, 1998

Today, President Clinton delivers an address to the American Federation of Teachers on the importance of school discipline and safety. The President will announce that he will hold a Conference on School Safety at the White House and renew his challenge for Congress to support his efforts to improve and reform education by reducing class size, investing in technology, expanding after-school learning opportunities, raising standards, and ending social promotion.

A PRESIDENTIAL COMMITMENT TO SCHOOL SAFETY. For over five years, the President has worked to make schools safer, raise educational standards, and extend the opportunities a quality education can bring to every child. President Clinton has:

- Encouraged school districts to adopt school uniform policies to improve student discipline and attendance;
- Directed the Secretary of Education and the Attorney General to develop a guide to help teachers and principals identify and respond to the early warning signs of troubled youth;
- Announced funding for a new community policing program through the Department of Justice to reduce violence at or near school grounds;
- Called on states to promote gun safety and responsibility by passing Child Access Prevention laws that hold adults responsible if they allow children easy access to loaded firearms.

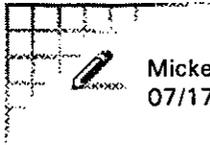
THE WHITE HOUSE CONFERENCE ON SCHOOL SAFETY. A return to order in the classroom is essential to renewing education in our country and ensuring that our children are prepared for the challenges of the 21st Century. President Clinton will host a White House Conference on School Safety on October 15, 1998 that will be linked by satellite to schools across the country and include representatives of the communities affected by the recent wave of school shootings. The Conference will be linked by satellite to schools across the country. During the Conference, the President will issue the First Annual Report on School Safety, which will include:

- An analysis of all existing national school crime data and an overview of state and local school crime data;
- Examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption;
- Actions parents can take locally to combat school crime;
- Resources available to schools and communities to help create safe, disciplined, and drug-free schools.

TEACHERS AND STUDENTS ARE CONCERNED ABOUT DISRUPTION IN THE CLASSROOM. If we are to properly educate our children, we must ensure that the classroom and school environment where they learn is conducive to studying. The President's commitment to improving safety and strengthening discipline in our schools is supported by recent surveys, which show that:

- 81 percent of teachers said that the worst-behaved students receive the most attention in the classroom;
- 71 percent of all high school students said there were too many disruptive students in their classes;
- Only 13 percent of public school students said their classmates were "very respectful" of teachers.

CHALLENGING CONGRESS TO STRENGTHEN PUBLIC SCHOOLS. President Clinton is calling on Congress to support his efforts to improve and reform K-12 education by enacting legislation to reduce class sizes, modernize our schools, invest in technology, expand after-school learning opportunities, end social promotion, raise teacher and student standards, help states strengthen teacher preparation programs and provide incentives for well-prepared individuals to teach in public schools.



Mickey Ibarra
07/17/98 04:33:59 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: Re: WH Conference on School Safety

On Wednesday, Mayor Corradini of Salt Lake City, new president of the US Conference of Mayors told the President that the USCM was planning to convene a Safe Schools Conference in October and wanted his participation. They are considering Chicago as the site. This Conference will follow a Sept 24 meeting in Salt Lake City of mayors, police chiefs, and others to address this issue. Corradini has declared that reducing youth violence will be her priority as president. I will circulate their memo on it. The President wrote himself a note.

Message Sent To:

Patrice L. Stanley/WHO/EOP
Jose Cerda III/OPD/EOP
Rahm I. Emanuel/WHO/EOP
Michelle Crisci/WHO/EOP
Bruce N. Reed/OPD/EOP
Elena Kagan/OPD/EOP
Stephanie S. Streett/WHO/EOP
Maria Echaveste/WHO/EOP

Message Copied To:

Lynn G. Cutler/WHO/EOP
Fred DuVal/WHO/EOP
William H. White Jr./WHO/EOP
Maria E. Soto/WHO/EOP
Mona G. Mohib/WHO/EOP
Emory L. Mayfield/WHO/EOP

Educ - school violence

**Possible Talking Points
For the President's Radio Address
June 13, 1998**

Subject: School Violence

The 1997-98 PRIDE Survey (154,350 students nationally - grades 6-12) will be released Thursday, June 18. Nation's largest teen drug and violence survey. First data from the just ended school year.

Shows real progress in reducing teen-age drug use and violent behavior

- Study will show decreases in most illicit drug activity by students.
- Percent of students who reported carrying a gun to school DOWN - from 6.0% in 1993-94 school year to 3.8% in 1997-98 school year.
- 3.8% represents nearly 1 million students (25.6 million public and private school students in grades 6-12).
- Almost half of students who carried a gun to school did so 6 or more times.
- Over half threatened to harm a teacher.
- Nearly two-thirds threatened to harm another student.

Shows need to support National Drug Control Strategy

- Gun-carrying students deeply involved in MONTHLY drug use - 30% cocaine use, 32% stimulants such as crystal methamphetamine, 31% hallucinogens.
- Versus 1.3% monthly cocaine use for kids WHO DID NOT carry guns, 3.0% stimulants, 1.8% hallucinogen.

Shows effectiveness of involving students in after-school programs and school activities.

- Students who did not carry guns to school were 53% more likely to be involved in after-school programs and 34% more likely to be involved in during school activities (like band and sports teams).

Contact: Doug Hall 404 525-3520
PRIDE (National Parents' Resource Institute for Drug Education)

Crime - juvenile proposals
1998
and
Educ - school violence



● Leanne A. Shimabukuro

06/10/98 04:24:03 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Christa Robinson/OPD/EOP, Laura Emmett/WHO/EOP, Michael Cohen/OPD/EOP
Subject: CRIME EVENTS UPDATE

An update on our events following today's crime meeting:

1. **6/13 Radio address:** I think Christa let you know that this weekend's radio address will be school violence. Originally, Rahm wanted to release a Safe and Drug-Free Schools report that is overdue to Congress. I have just been told that it won't be ready until August. The good news is that we floated another option by Rahm, which would be for the President to instruct Secretary Riley to develop guidelines on crisis management/early warning systems on student threats. Rahm seemed to like this idea, and I will talk to Mike Cohen about this. Riley briefly remarked about such guidance in a statement on school crime earlier this week, but for the President's address we could flesh out the proposal a little more and perhaps accelerate the timeframe for when they should get this done. Thoughts?

2. **6/16 Police Bills Signing Event:** In addition to the bill signings, Rahm very much wants to make an announcement on kids and guns. He really wants the President to be able to issue a challenge on "childproof guns" (smart guns). The challenge would be to industry to have a childproof gun marketed by the year 2000. If this doesn't work, he would like to announce support for legislation on parental liability for child access to firearms. I am working with the Justice Department on both pieces. The parental liability piece should be easier to clear with them than the smart gun challenge. We could also continue to push for the Degan expansion which has been held up in the House.

Please let me know if your thoughts or reactions to any of this-- in particular, the childproof gun challenge. Two things to keep in the back of your mind are that both Leahy (who pushed for the vest bill signing) and the police groups probably won't be too thrilled with gun announcements at the signing event.

I spoke to Jose' about both items this afternoon and got his feedback. I'm sure he will be pondering all of it at game 3.

Thanks,
Leanne

**Questions and Answers on the Report on Gun-Free Schools
May 8, 1998**

Q: What is the Gun-Free Schools Act?

A: Enacted on October 20, 1994, as part of the Improving America's Schools Act, the Gun-Free Schools Act (GFSA) requires each state receiving Federal funds under the Elementary and Secondary Education Act (ESEA) to have in effect a state law requiring Local Educational Authorities (LEAs) to expel for a period of not less than one year any student who is determined to have brought a firearm to school. These policies are more commonly referred to as "zero tolerance" gun policies.

Q: What does the GFSA Report tell us about implementation of the GFSA?

A: This report provides the first comprehensive information about expulsions under the GFSA. With all states now having passed legislation requiring zero tolerance policies, the report's primary finding is that of the 51 million students in elementary and secondary schools, 6,093 were expelled last year for bringing a firearm to school. Most of these were high school students (56%), and most cases involved handguns (58%). Also, most of the students expelled (56%) were placed in an alternate school or placement.

The GFSA report further breaks down the data by state, school level, type of firearm and expulsions that were shortened.

Q: Does this represent an increase or decrease in expulsions?

A: It is difficult to compare the estimated number of expulsions last year with this year's report. Although we estimated that a similar number of students -- about 6,000 -- were expelled for bringing a weapon to school last year, fewer states had submitted data -- and the data were also less specific. This year's report is really the first comprehensive picture we have of expulsions under the GFSA.

Whether expulsions are up or down, however, is much less important than the fact that more than 6,000 students bringing a firearm to school is unacceptable. And the more detailed information we have about this problem, the better we will be able to address it.

Q: Do you believe that the GFSA is making our schools safer?

A: Absolutely. As a result, all of the states have passed and are now enforcing zero tolerance policies that have disciplined and/or removed more than 6,000 dangerous students from our schools. Zero tolerance for firearms is now an important component of school safety throughout the country, and that will make a difference. As the Superintendent of the Alexandria, Virginia Public Schools recently told the President in a White House event, strict enforcement of zero tolerance causes students to change their

behaviors. In Alexandria, zero tolerance initially resulted in increased suspensions and disciplinary actions, but the number of suspendable offenses have now dropped by 40%.

But we need more than zero tolerance policies to make and keep our schools safe. We need more resources for after school programs to keep children safe and supervised. And we need police, parents and other responsible adults to be involved with their schools.

Q: What happens to students who are expelled?

A: The majority of expelled students are being sent to alternate schools, and the number of these schools has nearly tripled over the past decade (from 894 to 2,604). However, the report seems to indicate that some of these students are not being placed in alternative schools, and that is troubling. The Administration supports the growing movement to develop alternative schools, many of which tend to be charter schools.

Q: Why were some of the expulsions in the GFSA report shortened?

A: For one of two reasons: first, the GFSA generally allows the chief educational officer at the local level to modify expulsions on a case-by-case basis; and, second, this flexibility allows children with disabilities to be disciplined under the provisions of another law -- the Individuals with Disabilities Education Act (IDEA). Under the IDEA, disabled children may be suspended for not more than 10 school days or removed to an alternative setting for up to 45 days.

Q: The District of Columbia has indicated in the GFSA report that, although it is currently implementing its GFSA policy, it did not do so during the 1996-1997 school year. Why not?

A: We are beginning an investigation of why the District did not enforce this policy during 1996-1997. We do know, however, that the District is currently enforcing the GFSA. In fact, four students have already been expelled this year for bringing a firearm to school. The Department of Education is working closely with the incoming school superintendent, Arlene Ackerman, to make sure that the District continues to comply with the GFSA.

Q: Is DC in danger of losing its funding because it did not implement the law in 1996-1997?

A: Under the GFSA, any state that does not comply with the GFSA could lose its ESEA formula grants funds -- or \$31 million in the District's case. We know that the District is now enforcing the law. We are beginning an investigation, with the full co-operation of the incoming superintendent, to understand why the law was not enforced during the 1996-1997 school year. We expect to have some preliminary answers within the next 30 days.

Educ (w crime?) -
school violence

**School Crime
Questions and Answers
April 13, 1998**

School Crime Report

Q. The report released by the Justice and Education Departments this weekend contains some troubling findings about crime in schools: a doubling of gangs, increased availability of drugs, and the presence of guns. How does the Administration propose to address these serious problems?

A. First of all, it should be noted that the report found little or no change in the overall level of school crime. The overall level of crime in schools in 1995 was similar to that in 1989 (14.6% versus 14.5%). Violent crimes increased slightly, and property crimes decreased slightly.

The report does confirm that some of our schools continue to have serious problems involving gangs, guns, and drugs. That is why President Clinton and his Administration have fought to keep our schools safe and reduce youth crime and violence. [To this end, the Education Department will be making \$5 million available from the Safe and Drug-Free School program to develop innovative strategies to reduce drug use, and violence, and prevent weapons from entering our schools.]

But clearly, the problems raised by this report, and the broader problems of gangs and juvenile crime require a comprehensive strategy and significant, targeted resources. That is why the President has repeatedly called on Congress to enact key components of his Anti-Gang and Youth Violence Strategy, including:

- \$255 million for juvenile crime legislation to help cities hire more prosecutors and probation officers, establish special court programs and generally implement comprehensive youth violence strategies like Boston's;
- \$200 million to provide a five-fold increase in funding for after school programs to help keep kids in school -- and supervised by responsible adults that can teach them right from wrong -- between 3 and 8 p.m. when most violent youth crimes are committed;
- \$195 million for a national youth anti-drug media campaign that teaches kids about the dangers of drugs;
- \$50 million to expand the Safe and Drug-Free Schools Program by hiring drug and violence prevention experts to help schools reduce violence and drug use; and

- \$28 million to hire 162 new ATF agents and expand the President's Youth Crime Gun Interdiction Initiative to help identify and crack down on illegal gun traffickers.

Q: The increases in gangs and drug availability occurred under this Administration's watch. What has the Administration done to date to promote school safety and help reduce violence in and near our schools? Has the Administration paid enough attention to this issue?

A: Absolutely. While we have proposed comprehensive juvenile crime and youth violence legislation to the Congress, school safety has been a priority since the start of this Administration. Some of the important steps we have taken include:

Improving Safe and Drug Free Schools -- In 1994, we expanded the Drug-Free Schools Program to include security and violence prevention as key parts of the program. Now, the new Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts, and helps keep violence, drugs and alcohol away from students and out of schools.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools -- President Clinton signed into law the Gun-Free Schools Act and issued a directive requiring all schools that receive federal funds to enforce "zero tolerance" for guns. If a student brings a gun to school, that student will be expelled for a year. Now, every state in the nation has now passed a tough "zero tolerance" policy, and an estimated 6,000 students have been expelled for bringing guns to schools.

Encouraging Schools and Localities to Promote Discipline -- Studies show that schools with serious discipline problems are more likely to have serious crime problems. That is why this Administration has encouraged innovative policies that promote discipline and respect in our schools. We have distributed guidelines and studies on successful efforts by communities to require school uniforms, enforce curfews, and crack down on truancy.

Keeping Handguns Out of the Hands of Our Children -- As part of the 1994 Crime Act, the President signed into law the Youth Handgun Safety Act that makes it a federal offense to transfer a handgun to a juvenile, or for a juvenile under the age of 18 to possess a handgun or handgun ammunition in most circumstances. And to make sure adults complied, last year we required all federal gun dealers to post signs and issue written notices about the provisions of this law.

Jonesboro

Q. How do the findings of this study relate to what recently happened in Jonesboro?

A. The study does not directly relate to the Jonesboro incident -- particularly since that

type of incident is extremely rare. The study does provide some useful information on the level of overall crime, street gangs, guns, and drug availability in nonmetropolitan area schools, such as Jonesboro. The report indicates that in the two years studied (1989 and 1995), students living in nonmetropolitan areas reported a slight decrease in the availability of drugs (65.7% versus 64.5%, respectively), a small increase in violent crime (2.9% versus 3.5%), and a pretty significant increase in the presence of street gangs (7.8% versus 19.9%).

Few students reported guns in schools. In 1995, no students in nonmetropolitan areas surveyed reported taking a gun to school; 4.8% of students reported seeing a student with a gun at school; and 11.1% reported knowing a student who brought a gun to school. It should be noted that all of these levels are lower than the levels reported by students living in suburbs and central cities.

Vouchers

Q: If these findings show that crime in public schools is significantly higher than in private schools -- and increasing-- why shouldn't vouchers given to the children in these unsafe schools to allow them to go to the private school of their choice?

A: We must continue to invest and strengthen our nation's public schools. This means reducing class size, raising academic standards, modernizing our schools, expanding after-school programs, and connecting schools to the Internet so that all of our children can get the education they need and deserve. Vouchers would drain resources from our nation's public schools --schools that are attended by 90% of our children --to subsidize private schools.

The right way to help children in failing or unsafe schools isn't to drain those schools of resources --it is to take drastic actions to fix and turn around the entire school for the benefit of all of the children in the school. We owe it to our children to preserve this nation's time-honored commitment to public education and our commitment to provide a good education to *all* of our children.

Educ (w crime?) -
school violence
revised

DRAFT...DRAFT...DRAFT
...EMBARGOED UNTIL APRIL 12TH AT 6:30 P.M.

Statement by the President on School Crime

Today, the Attorney General and Secretary of Education forwarded to me an important, but troubling, study on school crime. Although the study shows that the overall crime rate in our schools did not change significantly between 1989 and 1995, it confirms that some schools continue to have serious crime problems. Most disturbing, the study found that the number of students reporting the presence of gangs in their schools has nearly doubled. This is unacceptable. Students at schools with gang problems are much more likely to be victimized by violence, have access to drugs or come across guns in their schools. That is why we must do everything we can to crack down on gangs, and stop guns and drugs from getting past the schoolhouse door.

Last year, I sent to Congress a comprehensive anti-gang and youth violence strategy that is based on what we know works -- tough, targeted deterrence and better prevention. Through this approach, police and prosecutors in Boston literally disarmed the gangs and brought juvenile gun murders to a halt. Congress should pass this strategy as soon as it returns. It should also consider the other youth-focused initiatives in my budget: additional ATF agents to crack down on illegal gun traffickers that supply firearms to our youth; more afterschool initiatives to make sure kids are safe and supervised; new resources for the Safe and Drug-Free Schools program; and continued support for a national anti-drug youth media campaign. Through such a combination of tough enforcement and better prevention, we can help prevent youth crime and violence before it happens.

**School Violence
Questions and Answers
April 1, 1998**

Educ - School safety
↓
cr is crime?

Record on School Safety

Q: Mr. President, what has the Administration done to date to promote school safety and help reduce violence in and near our schools? Are you confident that your Administration has paid enough attention to this issue?

A: Absolutely. While we currently have comprehensive juvenile crime and youth violence legislation before the Congress, school safety has been a priority since the start of my Administration. Some of the important steps we have taken include:

Improving Safe and Drug Free Schools -- In 1994, we expanded the Drug-Free Schools Program to include security and violence prevention as key parts of the program. Now, the new Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts, and helps keep violence, drugs and alcohol away from students and out of schools.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools -- I signed into law the Gun-Free Schools Act and issued a directive requiring all schools that receive federal funds to enforce "zero tolerance" for guns. If a student brings a gun to school, that student will be expelled for a year. Now, every state in the nation has now passed a tough "zero tolerance" policies, and an estimated 6,000 students have been expelled for bringing weapons to schools -- mostly for guns.

Encouraging Schools and Localities to Promote Discipline -- Studies show that schools with serious discipline problems are more likely to have serious crime problems. That is why my Administration has encouraged innovative policies that promote discipline and respect in our schools. We have distributed guidelines and studies on successful efforts by communities to require school uniforms, enforce curfews, and crack down on truancy. Combined with efforts to work with local law enforcement, involve parents and keep schools opens later and on weekends, these policies can help promote respect and maintain order in our schools.

Keeping Handguns Out of the Hands of Our Children -- As part of the 1994 Crime Act, I signed into law the Youth Handgun Safety Act that makes it a federal offense to transfer a handgun to a juvenile, or for a juvenile under the age of 18 to possess a handgun or handgun ammunition in most circumstances. And to make sure adults complied, this year we required all federal gun dealers to post signs and issue written notices about the provisions of this law.

Providing Child Safety Locks for Handguns. We have also worked to make sure that child safety locks are provided with all handguns. I made sure that they were provided to all of our federal law enforcement officers, and I was pleased that eight of the nation's largest gun manufacturers followed our lead and agreed to provide child safety locks as well.

Juvenile Crime and Youth Violence

Q: Mr. President what more does the Administration plan to do to prevent juvenile crime and youth violence? Do you intend to introduce new legislation to provide tougher penalties for violent youth, to treat more juveniles as adults, or perhaps to further restrict youth access to guns?

A: Last year, I forwarded a comprehensive anti-gang and juvenile crime strategy to the Congress, and it addresses many of these issues. It would, for instance: treats gangs like organized crime by expanding the use of racketeering statutes for gang-related offenses; add to the list of crimes that juveniles could be prosecuted as adults and give prosecutors greater flexibility to do so; and ban violent juveniles from owning guns for life. We should debate and consider these and other similar issues before the Congress.

However, our first priority, must be to do everything we can to help communities save young lives and prevent juvenile crime and violence from happening in the first place. And the truth is: we already know that tough, targeted deterrence and better prevention will do this..

For example, in Boston, Federal, state and local law enforcement -- and the entire criminal justice system, police, prosecutors, probation officers and courts -- worked together to deliver a tough, targeted message on gun violence. They did this by identifying the 1,300 juveniles in 60 to 70 gangs that were responsible for virtually all of the youth homicides in Boston; giving them the message that law enforcement wouldn't tolerate any shootings or stabbings; and using the full force of law on anyone who broke the rules. The result: the gangs were literally disarmed, and no juvenile was killed with a firearm for a 2 ½ year period.

By combining this type of tough, targeted enforcement -- with schools that are open later and on weekends, when most violent youth crime occurs -- we can prevent youth crime and violence before it happens. That is why my juvenile crime bill and budget includes funds to replicate Boston's success in other cities. Specifically, I have called for more than \$200 million for local prosecutors, probation officers and special court programs; more than \$200

million to keep schools open later; and \$28 million to hire more ATF agents and expand our gun tracing efforts that help identify illegal gun suppliers.

Just imagine the number of young lives we could save if we expanded Boston's successful efforts to the handful of cities with serious juvenile crime and violence problems. Think of it: 85% of cities report no juvenile murders, while 5 of our largest cities (New York, Chicago, Los Angeles, Detroit and Baltimore) account for a full 25% of the juvenile murders in the country (or more than 500 murders). That's why enforcing tough, targeted deterrence in these cities and others must be our number one priority.

Educ-school violence

**THE WHITE HOUSE
WASHINGTON**

DOMESTIC POLICY COUNCIL

FACSIMILE FOR: RAHM / ELENA

DATE: _____

TELEPHONE: _____

FAX: 6-2530 / 6-2878

**FACSIMILE FROM: JOSE CERDA III
SPECIAL ASSISTANT TO THE PRESIDENT
FOR DOMESTIC POLICY**

TELEPHONE: (202) 456-5568

FAX: (202) 456-7028

NUMBER OF PAGES (INCLUDING COVER): 4

COMMENTS: _____

HERE'S RILEY'S STATEMENT
DDAY TO THE ILL ON
AR SHOOTING.

JC

**UNITED STATES
DEPARTMENT OF EDUCATION****NEWS**

For Release: March 25, 1998

Contact: Julie Green (202) 401-3026

**Statement by U.S. Secretary of Education Richard W. Riley
on the FY 1999 Budget Request for the Department of Education**

Mr. Chairman, I am submitting my testimony for the record. I want to begin by expressing the shock that all of us feel about the tragic death of four young people and their heroic music teacher at the Westside Middle School in Jonesboro, Arkansas yesterday. My heart goes out to the families and friends of the victims and our prayers are with them.

This is, unfortunately, the fifth act of violence to occur in our nation's schools in the last year and a half that has resulted in multiple victims. The violence of Pearl, Mississippi and Paducah, Kentucky are all too fresh in our memory.

This type of violence is something new and disturbing. Between 1992 and 1994 there were 105 murders and suicides in our nation's schools. Eighty-one were murders and 19 were suicides. Five others were unintentional firearms deaths. Only two of these 81 acts of murder involved multiple victims. We now have had five incidents with multiple victims in the last year and a half.

I think we should be very cautious in jumping to any conclusions about our nation's schools based on these isolated incidents. I do not think we should speculate from these random acts of violence. We should do all we can to learn from them.

This is why I have asked my experts on school violence to follow up with the President's request and to work with the Attorney General to look at all five of these recent incidents of multiple violence to discern whether there are any positive steps we can take to prevent these types of tragedies.

For example, did any of young people who committed these multiple acts of violence give any early warning signs that were ignored or dismissed? Are there any patterns in terms of these young people feeling isolated from their peers or families that led them to kill their fellow students and teachers?

As we take the measure of this incredible tragedy, it is important to remember that 90% of all of our public schools reported no incident of violent crime. Last week, the President and Attorney General released a National Center for Education Statistics survey of schools principals that told us that 10% of our nation's public schools reported some form of crime to the police last year.

Any act of violence in a school is a cause for concern. This is why we have been working very hard during the last five years to support schools in their efforts to curtail violence. The Gun Free Schools Act that Congress passed at the request of the President in 1994 is one example of this



ongoing effort. Several thousand young people have been expelled for bringing guns to school as a result of this legislation. We will have new data in late May on the progress that has been achieved.

I also think we need to step back and take a fresh look at what we are doing in terms of preventing school violence. We need to reflect on both the practical steps that we can take immediately and look at the larger picture.

Almost all schools have zero tolerance policies for drugs and guns, but it may well be that some schools allow themselves to be lulled into a false sense of security. Violence they assume only happens in "other schools" or in big cities where gangs exist.

Well that is a very false assumption since guns are everywhere. The one thing we have to understand is that guns and young children do not mix.

I am also troubled by the "disconnection" that seems to haunt some of our young people. This is something that I have said before but needs saying again. We seem to be drifting toward a new concept of childhood which says that a child can be brought into this world and allowed to fend for himself or herself. There is a disconnection there that demands our attention.

As a nation we really do need to slow down and tune into our children. Too many young people --even from good families that have all the trappings of middle class America --are growing up disconnected --they aren't anchored into an adult or a parent who can get them through the rocky times of life.

When we see children killing children, can we say that we have listened to them with all due care? Violence is a language, a sound that always captures our attention and always too late.

And whether we like it or not America needs to look into the mirror and recognize that our culture seems to glorify violence. From television to movies to comic books to video games violence is too often part of the daily life of the American child.

As we think through this terrible tragedy I urge all Americans to support our nation's schools. This is not a time to walk away from our schools and throw up our hands and say that nothing can be done. When communities come together --parents, the faith community, business and just plain folk --when we rally around our schools good things happen. Children need connections and teachers and principals can not do it alone.

Let me now make three observations about the budget very quickly and then go directly to your concerns and questions.

My first observation is that the budget request before you continues our commitment to safety in our nation's schools. We include funding to expand our after-school program to reach 4,000 schools and we are requesting \$50 million to get many more well-trained drug counselors into middle schools.

We are also seeking your support for HIGH HOPES that will connect 2,500 middle schools to colleges and universities. Young people who make good choices early on discover a purpose in life and move forward. Young people in the "middle" are making first choices about their future—everything from going to college to experimenting with sex, drugs and tobacco. This is a very important time to tune into children, listen to them, and give them the connections they need.

My second observation is that I am perplexed by the decision yesterday to rescind \$75 million from our bilingual education funding in this year's budget. Bilingual education was a "protected" program under last year's bipartisan budget agreement. Now suddenly the House has decided to rashly break this agreement.

This decision comes at a time when we are just finishing a review of hundreds of grant applications. If this cut stands we will be forced to cancel 73 of the 671 projects and 142,000 students that were scheduled to receive awards next month. I urge the Congress to step back from this hasty decision. I also do not think that bilingual education should suddenly become a political football. Every program, including bilingual education, can be improved but I think a sudden band wagon mentality to do away with bilingual education is ill advised.

Our bilingual education program is a competitive grants process and every year we do not have the resources to meet the demand. This year is no different. I believe local school districts ought to have the option to choose a bilingual program that suits their specific needs without state or federal interference.

My third observation is that the President's overall budget request, both on the discretionary and the mandatory side, is timely and needed. It would reduce class size, help build or modernize 5,000 school buildings, improve teacher quality, bring technology to many more classrooms and give all Americans the financial support and information they need to go to college.

I cannot emphasize enough the fact that many of our schools are either overcrowded or wearing out. They are crowded, outdated, in need of repair and we need to build a lot more of them.

Finally, I want to thank the Chairman and Congressman Obey for your continued leadership in helping us to create new models to turn around failing schools.

This budget, as you will note, includes a \$30 million increase for the Title I Comprehensive School Reform program, which was launched last year thanks to your initiative and leadership. This increase will allow us to support 3,500 schools in their efforts to accelerate change. I believe this program has great potential and I assure you that it has the strong support of the President.

We also urge the Congress to approve \$200 million for our Education Opportunity Zones proposal which would complement the Comprehensive school reform program by joining forces with 50 of the most at-risk school districts around the nation. We want to help them put in place tough and district wide reforms that adopt a no nonsense approach to getting these school systems back on track. Let me end on that note. I stand ready to answer any of your questions.

**Question And Answer on Jonesboro
March 26, 1998**

Q. What role can the federal government have in an incident like Jonesboro?

A. I believe the federal government can have strong and important role. That is why I have asked the Attorney General and Secretary Riley to reach out to some of the experts and ask them if there's more that we can do to prevent these types of tragedies. The FBI has been providing forensic assistance at the crime scene in Jonesboro, and the Justice Department's Office of Crime Victims has sent counselors to the school to help students and parents deal with the grief and shock of this horrible incident.

In addition, the Justice Department's criminal division is also working with the U.S. Attorney in Arkansas to determine whether one of the juveniles can be charged under federal law as an adult.

Moreover, we have already done much at the federal level to promote responsibility and reduce crime and violence in America. We have passed tough gun laws, hired more police, and enforced zero tolerance policies in our schools. But we are prepared to do whatever else is necessary to keep our children safe.



Record Type: Record

To:

cc:

Subject: Ideas

Rahm/Elena:

While I'm still pouring over the facts to make sure this is what makes the most sense, here's my initial recommendation of what we might want to say in the radio address:

- 1. Add section on preventing/responding to multiple shootings in annual report.** Building on his comments this morning the President could call on the AG and Secretary Riley to convene a national meeting with experts on what leads youth to commit such sudden, violent acts (child abuse, exposure to violence, etc.). Recommendations from the experts would be added to the Administration's Annual Report on School Safety and include early warning signs and initial responses that teachers and parents should know to help avoid multiple shootings by distraught students.
- 2. Make parents who don't keep guns out of the hands of their kids liable for their actions.** In both the Pearl and Paducah shootings, the kids involved obtained their firearms from their homes. There is absolutely no reason that a distraught 11- or 12-year old should have easy and unsupervised access to firearms. That's why parents who don't make the effort to safely store and lock their firearms should be held liable for their actions. Next week, the Administration will transmit model juvenile handgun legislation to the States that -- in addition to many of the provisions in our juvenile crime bill -- will propose making adults who allow easy to their firearms criminally liable if those guns are misused. Not only should states enact those laws, but I will ask the AG to determine if we should enact such legislation at the federal level, too.

Rahm, the draft report and legislation on model handgun legislation has not yet been sent and can be leaked. I'll run a copy over to you in a few minutes. DOJ and Education refuse to budge on the other pending school violence study. You may want to call Kent. Also, did you know that Riley is testifying on the Hill this afternoon, and this is sure to come up. I understand that ABC will cover the hearing.

Jose'

**PRESIDENT CLINTON:
WORKING FOR INCREASED SAFETY IN OUR SCHOOLS**

March 19, 1998

"In less than 650 days, we will enter a new century, on our way to a new millennium. At a time when we are doing everything we can to prepare our children for the opportunities of the new century, we cannot let guns, drugs, and violence stand between our children and the education they need to make the most of their lives."

President Bill Clinton
March 19, 1998

Today, President Clinton announces the findings of the first-ever national survey of school violence and discipline in the U.S. He reviews the recommendations being made to increase school safety and announces the availability of \$17.5 million in new funding for school safety efforts.

KEEPING AMERICA'S SCHOOLS SAFE. America's public schools can be the best in the world, but they can only be good if they are safe. A nationwide report on school safety released today shows that the majority of American public schools are free of serious, violent crime. But many schools still face less serious crimes such as theft, vandalism and fights. To address this problem President Clinton is:

- Making \$17.5 million available for a new community policing program that funds partnerships between law enforcement, schools and community groups to develop innovative approaches to reduce crime on or near school grounds;
- Announcing the framework of a new school safety report being developed by the Justice and Education Departments that principals, parents and local officials can use to address their school crime problems.

MAKING AMERICAN EDUCATION THE BEST IN THE WORLD The President's balanced budget proposal includes historic investments in K-12 education that will upgrade the quality of education and the environment in which our children learn. His initiatives include:

- **Reduce Class Size.** The President's budget includes a \$12.4 billion initiative over 7 years to reduce class size in grades 1-3 to a nationwide average of 18, and help local school districts hire an additional 100,000 well-prepared teachers.
- **Modernize And Build Schools To Improve Student Learning.** The President is proposing federal tax credits to modernize and build more than 5,000 new schools -- half of this support will be allocated to the 100 school districts with the largest number of low-income students.
- **Achieve High Standards.** The President's balanced budget supports the continued development and implementation of high national standards and national tests, and establishes educational opportunity zones in poor urban and rural communities to give students the tools and opportunities needed for success.
- **End The Practice Of Social Promotion.** President Clinton is calling on the Secretary of Education to issue guidelines on how schools can end social promotion, boost efforts to ensure more students learn what they need the first time round, and help those who don't with extra tutoring and summer school.
- **Use Education Reform To Give Communities What Their Schools Need.** President Clinton will send legislation to Congress to expand Ed-Flex, the program that frees states from federal regulations so long as they set high academic standards, waive their own regulations for local schools, and hold schools accountable for results.

Educ - school violence

SCHEDULING REQUEST

February 23, 1998

 ACCEPT REGRET PENDING

TO: Stephanie Street, Director of Scheduling and Advance

FROM: Bruce Reed, Assistant to the President for Domestic Policy
Rahm Emanuel, Senior Advisor to the President

REQUEST: Presidential Event on School Violence.

PURPOSE: To demonstrate the President's ongoing commitment to combating juvenile crime and schools violence. And to unveil a new "report card" the President called for to track school violence.

BACKGROUND: The President would announce three items: (1) a report back from the Attorney General and Secretary of Education on the status of a new "report card" on school violence; (2) the National Crime Victimization Survey data on violence in schools; and (3) a grant from the Justice Department COPS Office to combat violence in schools.

Report on School Violence --the report from the Attorney General and the Secretary of Education is a response to the President's December 6 radio address on school violence. The report will contain an outline of the "report card" which the President called for to track school violence. The "report card", which will be ready sometime in the fall, will include information of national trends in school violence that will be made available to schools each year so they can see how safe their school.

Victimization Survey -- The Justice Department's National Crime Victimization Survey data is supplemental data reporting on school victimizations between 1989 and 1995. The survey will include data from about 10,000 youth, ages 12-19 on weapons possession, disciplinary actions and student victimizations.

COPS Grant --the final FY 98 CJS appropriations bill contains an earmark within the COPS Program for \$17.5 million for programs to "improve safety of elementary and secondary school children, reduce crime on or near elementary and secondary school grounds, and enhanced policing initiatives in drug "hot spots." The grant is the result of Senator Robb's efforts.

PREVIOUS
PARTICIPATION: December 6, 1997 Radio Address.

DATE & TIME: The first two weeks in March.

LOCATION:

PARTICIPANTS: Secretary Riley
Attorney General Reno
School Principals, Teachers, and students
Law Enforcement/school safety officers

OUTLINE
OF EVENTS: TBD

REMARKS
REQUIRED: Yes

MEDIA
COVERAGE: Yes

RECOMMENDED
BY: Rahm Emanuel/Bruce Reed

CONTACT: Christa Robinson x6-5165

THE WHITE HOUSE
WASHINGTON

March 18, 1998

SCHOOL SAFETY EVENT

DATE: March 18, 1998
LOCATION: Grand Foyer
TIME: 1:40 pm-2:10 pm
FROM: Bruce Reed and Rahm Emanuel

I. PURPOSE

To announce: (1) the findings of the first-ever national survey of school principals on violence and discipline in U.S. schools; (2) the availability of \$17.5 million in new funding for school safety from the President's COPS program; and (3) recommendations by the Attorney General and Secretary of Education for an Annual Report on School Safety.

II. BACKGROUND

You will speak to approximately 60 individuals from the education and law enforcement communities, as well as Members of Congress, on the findings of a new survey on school crime. You will also announce new federal funds for school safety and receive the framework of a new report on school safety that has been jointly prepared by the Attorney General and Secretary of Education.

Herb Berg, Superintendent of Alexandria Public Schools, will introduce you at this event and give an account of the success that T.C. Williams High School has achieved in reducing crime and violence. As a large, urban high school, T.C. Williams should be at risk for serious and violent crime problems. Instead, through law enforcement, parent involvement, and prevention programs, their crime and discipline problems have been significantly reduced.

You will announce a new study by the National Center for Education Statistics on crime and violence in schools last year. The national survey is based on the responses of principals from more than 1,200 public elementary and secondary schools in the 50 states and Washington, D.C. Key findings of the survey include:

- (1) 43% of schools reported no incidents of crime. And most schools -- or 80% -- reported 5 or fewer crimes.
- (2) 47% of schools reported less serious crimes to law enforcement. This includes an estimated 190,000 physical attacks or fights without a weapon, 116,000 incidents of thefts or larceny, and 98,000 incidents of vandalism.

- (3) 10% of schools reported serious violent crimes. This includes an estimated 11,000 physical attacks or fights in which a weapon was used, 7,000 robberies, and 4,000 rapes or other types of sexual assault.
- (4) Schools with serious discipline problems were more likely to experience crime or violence. Principals rated absenteeism, tardiness, and fights as the 3 most common discipline problems among students.

You will also announce that the COPS Office will make \$17.5 million available for a new community policing program to address school safety. This initiative will fund partnerships between law enforcement, schools, and community groups to develop innovative approaches to reduce crime on or near school grounds. Funding for this program was secured by Senator Robb.

The Attorney General will present you with the framework of a new school safety report being developed jointly by the Justice and Education Departments. The report is the result of your December 6, 1997 radio address, in which you called on the Attorney General and Secretary of Education to issue an annual report that principals, parents, and local officials can use to address their school crime problems. The full report will be released before the beginning of each school year.

The new report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and a description of resources available to schools and communities to help create safe, disciplined, and drug-free schools.

III. PARTICIPANTS

Briefing Participants

Bruce Reed
Rahm Emanuel
Jose Cerda
Jordan Tamagni

Event Participants

The President
The Attorney General
Herb Berg, Superintendent of the Alexandria Public Schools
Members of Congress (tbd)

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

1:15 p.m. THE PRESIDENT receives briefing in the Oval Office.

1:40 p.m. THE PRESIDENT proceeds to the Blue Room.

1:45 p.m. THE PRESIDENT greets Attorney General Reno, Superintendent Herb Berg, and MOC in the Blue Room.

1:50 p.m. THE PRESIDENT is announced from the Red Room into the Grand Foyer accompanied by Attorney General Reno, and Superintendent Herb Berg.

PROGRAM BEGINS

Attorney General Reno gives remarks and introduces Superintendent Herb Berg.

Herb Berg gives remarks and introduces THE PRESIDENT.

THE PRESIDENT gives remarks.

2:10 p.m. THE PRESIDENT departs.

VI. REMARKS

To be provided by Jordan Tamagni.

VII. ATTACHMENTS

One page summary.

**Keeping Our Schools Safe and Drug-Free
March 19, 1998**

Announcement: Today, the President announced: (1) the findings of the first-ever national survey of school principals on violence and discipline in U.S. schools; (2) the availability of \$17.5 million in new funding for school safety from the President's COPS program; and (3) recommendations by the Attorney General and Secretary of Education for an Annual Report on School Safety.

"Violence and Discipline Problems in U.S. Schools: 1996-97." The National Center for Education Statistics released a national survey of principals from more than 1,200 public schools in the 50 states and Washington, D.C., on crime and violence in schools last year. Key findings of the survey include:

43% of schools reported no incidents of crime. And most schools -- or 80% -- reported 5 or fewer crimes.

47% of schools reported less serious crimes to law enforcement. This includes an estimated 190,000 physical attacks or fights without a weapon, 116,000 incidents of thefts or larceny, and 98,000 incidents of vandalism.

10% of schools reported serious violent crimes. This includes an estimated 11,000 physical attacks or fights in which a weapon was used, 7,000 robberies, and 4,000 rapes or other types of sexual assault.

Schools with serious discipline problems were more likely to experience crime or violence. Principals rate absenteeism, tardiness, and fights as the 3 most common discipline problems among students.

Community Policing and School Safety. The Justice Department's COPS Office will make \$17.5 million available for a new community policing program to address school safety. This initiative will fund partnerships between law enforcement, schools, and community groups to develop innovative approaches to reduce crime on or near school grounds.

Annual Report on School Safety. In his December 6, 1997 radio address, President Clinton called on the Attorney General and Secretary of Education to issue an annual report that principals, parents, and local officials could use to address their school crime problems. Today, Attorney General Reno and Secretary Riley presented the President with a framework for this report, which will be released at the beginning of every school year. This new report will include: an analysis of all existing national school crime data and an overview of state and local crime reporting; examples of schools and strategies that are successfully reducing school violence, drug use, and class disruption; actions that parents can take locally to combat school crime, including a local safety checklist; and a description of resources available to schools and communities to help create safe, disciplined, and drug-free schools.

KEEPING AMERICA'S SCHOOL CHILDREN SAFE
Clinton Administration Accomplishments

MAKING OUR SCHOOLS AND COMMUNITIES SAFER

- **Strengthening and Expanding the Safe and Drug-Free Schools and Communities Act.** President Clinton expanded the Drug-Free Schools Act into the Safe and Drug-Free Schools Act of 1994, making violence prevention a key part of this program. The Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts. Schools use these funds to keep violence, drugs and alcohol away from students and out of schools. The President's FY99 budget expands the Safe and Drug-Free Schools program by \$50 million to fund 1,300 Drug and Violence Prevention Coordinators that will help junior high and middle schools across the country develop and implement effective strategies to keep our kids safe and away from drugs.
- **Providing After School Opportunities for Up to Half a Million Children a Year.** Last year, the President fought for, and won, a \$40 million expansion of the 21st Century Community Learning Centers program. Building on the success of this program, the President's FY99 budget includes a \$200 million major expansion, which will provide safe and educational after school opportunities for up to 500,000 children. This increase will give more school-age children in rural and urban communities across the country positive learning opportunities and keep more kids off the streets in the after school hours when most violent juvenile crime occurs.
- **Gaining New Tools to Protect Our Youth from Violence and Drugs.** Key elements of the President's Anti-Gang Youth Violence Strategy were included in the FY98 Commerce-Justice-State Appropriations Act. These funding measures -- \$489 million for juvenile justice -- will give communities, schools, and families new tools to help keep kids safe from gangs and violence, and away from drugs. Included in this funding is over \$110 million for prosecutors to curb gang violence, as well as funding for violent juvenile court assistance, which can help to fund probations officers -- both important elements of the President's Anti-Gang Youth Violence Strategy.
- **Encouraging Schools to Adopt School Uniform Policies.** School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. Because of this, the Clinton Administration has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniforms manual prepared by the Department of Education in consultation with local communities and the Department of Justice.
- **Supporting Curfews at the Local Level.** Because of the success of curfews in helping to fight juvenile crime and keeping children safe, the Clinton Administration has encouraged communities to adopt curfew policies. Studies have shown, including one issued by the Justice Department, that community-supported curfew programs are often successful in combating juvenile crime. For example, New Orleans' curfew program, in combination with summer jobs and recreational programs, resulted in a 27% drop in juvenile crime during curfew hours in 1994, compared to the previous year.
- **Cracking Down on Truancy.** Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The President, through the Education Department, issued a guidebook to the 15,000 school districts nationwide which outlines the central characteristics of a comprehensive truancy prevention policy and highlights model initiatives in cities and towns across the country.

- **Encouraging Conflict Resolution.** The Departments of Education and Justice have developed and distributed 40,000 conflict resolution guides to schools and community organizations, providing guidance on how to develop effective conflict resolution programs.

KEEPING GUNS OUT OF THE HANDS OF CHILDREN

- **Fewer Guns in the Hands of Our Children.** President Clinton signed into law a youth handgun ban in his 1994 Crime Bill. The ban makes it a federal offense for an adult to transfer a handgun to a juvenile, or for a juvenile under the age of 18 to knowingly possess a handgun or handgun ammunition.
- **Enforcing Zero Tolerance for Guns and Other Weapons in Schools.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. Since the policy's enactment, preliminary estimates show that approximately 6,000 students have been expelled for bringing weapons to schools, and the vast majority of those expulsions involved guns.
- **Youth Crime Gun Interdiction Initiative.** The President launched the Youth Crime Gun Interdiction Initiative (YCGII) in 27 target cities to crack down on the illegal gun markets that supply firearms to juveniles and criminals. The YCGII has already traced more than 93,000 guns, providing law enforcement with crucial investigative leads about illegal gun trafficking. The President's FY99 budget includes \$12 million for the Bureau of Alcohol, Tobacco, and Firearms (ATF) to work with local police departments in the 27 target cities to trace all firearms recovered from crime scenes and help determine local gun trafficking patterns. The budget also provides \$16 million to hire 162 new ATF agents, 6 per target city, to investigate and arrest the illegal gun traffickers who are supplying guns to kids and gangs.
- **Child Safety Locks for Handguns.** The President signed a directive to every federal agency, requiring child safety locking devices with every handgun issued to federal law enforcement officers. And, in an historic agreement, eight major gun manufacturers followed the President's lead and have voluntarily agreed to provide child safety locking devices with all their handguns.

COMBATING DRUG AND ALCOHOL USE BY YOUNG PEOPLE

- **Targeting Young People with a \$195 Million National Anti-Drug Media Campaign.** The President is launching a massive national media campaign to motivate America's youth to reject illegal drugs and substance abuse. This unprecedented \$195 million paid media campaign relies on high-impact, anti-drug television and radio advertisements aired during prime-time. The campaign began in January with ads in 12 pilot cities; in June, the campaign will go nationwide.
- **Building and Strengthening 14,000 Community Anti-Drug Coalitions.** President Clinton signed into law the bipartisan Drug-Free Communities Program this year, which over the next five years will provide \$143.5 million to help community coalitions rid their streets of drugs.
- **Zero Alcohol Tolerance Laws for Youth.** Calling for action to reduce the deaths and injuries brought about by alcohol use and driving by teens, the President signed a law in November 1995, which required states to have "Zero Alcohol Tolerance" laws for youth by Oct. 1, 1998, or risk losing highway funds. To date, 46 states and the District of Columbia have enacted zero tolerance laws, which prohibit youths under age 21 to drive with any measurable amount of alcohol in their system. In addition, the President is fighting for safe and sober streets by urging Congress to pass legislation to set a nationwide limit for impaired driving at .08 blood alcohol content for adult drivers.

**School Safety Event
Questions and Answers
March 19, 1998**

Overall Findings of Survey

Q: Doesn't the Study being released by the President today really show that we have a serious crime problem in our schools? What's so encouraging about a majority of our public schools -- 57% -- reporting crimes to law enforcement?

A: Today's report does show that we still have an unacceptable crime problem in our schools -- frankly, even one serious crime in our schools is one too many. But the report also shows that:

- 90% of our public schools are free from serious violent crimes;
- 80% of schools reported 5 or fewer crimes; and
- 43% of schools reported no murders, rapes, sexual assaults, fights with or without weapons, robberies, thefts, or vandalism to law enforcement.

That means that a large majority of public schools are finding ways to keep their schools safe, and that's significant.

Vouchers

Q: If these findings show that many of our schools are unsafe, why shouldn't vouchers be given to children in these unsafe schools to go to the private school of their choice?

A: We should respond to the problem of unsafe schools not by abandoning them but by making them safer -- through clear discipline policies that are fairly and firmly enforced, parental and community involvement, strong partnerships between schools and police. The proper response when there are schools that are unsafe is to implement the practices that work so that all students can be safe. Simply sending a few students to other schools and leaving the rest in an unsafe school is no answer.

Vouchers would drain resources from our nation's public schools -- schools that are attended by 90% of our children -- to subsidize private schools. The right way to help children in failing or unsafe schools isn't to drain those schools of resources -- it is to take drastic actions to fix and turn around the entire school for the benefit of all of the children in the school. We owe it to our children to preserve this nation's time-honored commitment to public education and our commitment to provide a good education to *all*

of our children.

New Annual Report on School Safety

Q: How is the report being recommended by the Attorney General and Secretary Riley today any different from existing Departments of Education and Justice studies?

A: While there currently exists a patchwork of useful reports on school safety, they cannot be easily combined or compared. They are sponsored by different agencies. They measure different aspects of school safety (e.g., incidence of crime, student victimization, possession of weapons, disciplinary actions) and at different levels (e.g., school, state, student). And none have been released on an annual basis.

The new Annual Report on School Safety represents the first time this information will be pulled together in a single, comprehensive document for use at the school level. It will be designed to help parents and principals, lawmakers and law enforcement better understand and combat their local school crime problems. It will include a local safety checklist and recommend actions that communities can take to improve school safety.

**Proposed School Safety Event
March 19, 1998**

Overview of Event: The event will be an opportunity for the President to announce two studies on violence and crime in schools, and two actions the Administration is taking to help parents and communities create safer schools. The studies -- which will be timed for release shortly before the event -- will provide national estimates on the incidence of violence in schools as well as trends in school violence as reported by students. To help respond to the school crime problem, the President will release a preview for a new annual report the Education and Justice Departments are currently preparing to help parents and schools assess and address their school safety and violence issues, and \$12 million in new COPS funding to reduce violence in schools.

I. Announcements.

- A. **School violence and discipline study.** Earlier that morning, the National Center on Education Statistics will release a national survey on violence and discipline problems in schools for the 1996-97 school year. Key findings include:
- 1) 57% of public schools experienced at least one crime incident that was reported to law enforcement;
 - 2) There were an estimated 190,000 physical attacks or fights without a weapon; 11,000 physical attacks or fights in which a weapon was used; and 7,000 robberies; and 4,000 rapes or other forms of sexual battery;
 - 3) 43% of schools reported no incidents of crime; 37% reported 1 to 5 crimes; and 20% reported 6 crimes or more.
- B. **School Crime Victimization Survey.** This report was sponsored jointly by the Bureau of Justice Statistics and the National Center for Education Statistics for 1989 and 1995. The survey will include data from about 10,000 youth, ages 12-19 on weapons possession, disciplinary actions and student victimizations. The report will show that while the crime rate in schools has essentially stayed flat, the nature of crime has changed and gangs have more than doubled.
- C. **Joint Report to President by Secretary Riley and Attorney General Reno.** In response to President Clinton's 12-6-97 radio address on school violence, the Secretary and Attorney General will present to him the framework of a new annual report on school violence indicators currently being developed for release by the coming school year. The full report will include a statistical analysis of school crime (e.g., drugs, weapons and alcohol possession, gangs, and student and teacher safety); model safe and drug-free schools; strategies to create safe schools and an overview of state and local school crime data.
- D. **COPS funding for school violence.** The President will announce the availability of new Justice Department funding to combat school violence. On the date of the event, the COPS Office make applications available for \$12 million in

FY 98 grant funds to help improve school safety and reduce crime on or near elementary and secondary school grounds. The funding is the result of Senator Robb's efforts.

II. **Event Logistics**

A. **Participants**

Event Participants

Vice President (?)

Attorney General Reno

Deputy Education Secretary Mike Smith

Members of Congress, specifically Senator Robb

[Do we need other participants such as students, and teachers given that this is in the Oval Office?]

B. **Press Plan**

Pool Press.

C. **Sequence of Events**

- The President will enter the Oval Office accompanied by the Attorney General, and Education Deputy Secretary Smith.
- Deputy Secretary Smith makes remarks and introduces the Attorney General.
- The Attorney General makes remarks and introduces the President.
- The President will make remarks and depart.

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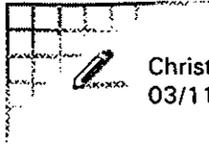
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Christa Robinson
03/11/98 12:19:15 PM

Record Type: Record

To: Ann F. Lewis/WHO/EOP, Michelle Crisci/WHO/EOP, Stacie Spector/WHO/EOP
cc: See the distribution list at the bottom of this message
Subject: School Safety Radio Address

We definitely have the option of releasing the Education Department's report on Violence in Schools at this Friday's Radio Address. This would be an opportunity for the President to talk about his ideas for making schools safer, including creating a "report card" for school violence in individual schools which he'll be announcing later in the summer. At the same time, we could combine this with another education message -- like school construction -- and talk about why we need better, safer schools. This could be a good set-up to the TIMSS meeting.

SPECIFICS OF THE REPORT:

In 1996, 57% of schools reported crimes to police, there were 4,170 rapes and 11,000 assaults with weapons. The report also notes that the majority of schools do not report crime to the public, which underscores the need for the President's "report card."

Message Copied To:

Jennifer M. Palmieri/WHO/EOP
Michael Cohen/OPD/EOP
Jose Cerda III/OPD/EOP
Leanne A. Shimabukuro/OPD/EOP
Elena Kagan/OPD/EOP
Bruce N. Reed/OPD/EOP

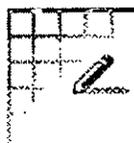
 Christa Robinson
03/10/98 11:10:58 AM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc:
Subject: Re: School Safety

Should we submit a scheduling proposal for the school safety event that is updated to include the newest report? If so, do you want to specifically push for either: event on the 19th, the top of POTUS press conference on the 20th, or the radio address on the 21st. (Ann's note attached argues against the 21st, so I think we need to come up with a specific proposal.) What do you think?

----- Forwarded by Christa Robinson/OPD/EOP on 03/10/98 11:10 AM -----

 Ann F. Lewis
03/10/98 08:42:22 AM

Record Type: Record

To: Christa Robinson/OPD/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: School Safety 

Sounds like a very good event --the problem may be time because that week is so crowded. Is the 19th a possibility ??

As for the radio address: Because the 21st is the first Pew Conference on Americans Discuss Social Security and the President will do a live satellite address to them -- essentially kicking off the dialogue about social security -- we have been assuming that this should be the theme of the radio address .Otherwise we would really be competing with ourselves to make news.

Another option: We will also be looking for ways to make news during the Africa trip. If the timing does not work out ,is this something that could be released the last week of March -- with the VP ?

Message Copied To:

Jennifer M. Palmieri/WHO/EOP
Michelle Crisci/WHO/EOP
Leanne A. Shimabukuro/OPD/EOP
Jose Cerda III/OPD/EOP
Stacie Spector/WHO/EOP

Educ - school violence



Jose Cerda III

03/10/98 07:26:03 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Michael Cohen/OPD/EOP, Leanne A. Shimabukuro/OPD/EOP, Christa Robinson/OPD/EOP
Subject: Events Update

BR/EK:

In case this comes up at tomorrow morn's senior staff:

Assaults -- Last I heard from EK, Treasury would not be ready Friday and wanted two more weeks to work the process. EK was going to visit again w/Rahm and talk to Ray Kelly.

Crime/Tobacco -- BR seems to have put the focus back on tobacco.

School Violence -- Education/DOJ is saying that they can't be ready earlier than Monday, so they're out as a radio address back-up for this Saturday, but they can definitely do the 19th and should be able to do the 21st radio address if that works. They aren't willing to hold one of their data sets past next week, however. Rahm suggested to me that even doing a Reno/Riley meeting w/POTUS followed by a WH brief would be good. I agree.

Jose'

Ed
~~Crime~~ - school violence

THE WHITE HOUSE
WASHINGTON

April 23, 1998

SCHOOL SAFETY MEETING

DATE: April 24, 1998
LOCATION: The Cabinet Room
BRIEFING TIME: 3:45 pm - 4:00 pm
EVENT TIME: 4:00 pm - 5:00 pm
FROM: Bruce Reed/Rahm Emanuel

I. PURPOSE

As you suggested after the Jonesboro shooting, you will meet with a panel of experts on school safety and youth violence to discuss the recent school shootings and ways to prevent similar tragedies in the future.

II. BACKGROUND

You will meet with a panel of experts on youth violence and school safety to discuss the recent school shootings in Jonesboro, Paducah, and Pearl and what these incidents reveal about youth violence generally. This meeting presents an opportunity to discuss what measures are necessary to fight youth violence and prevent similar violent incidents.

In preparation for this meeting, many of these experts recently met with the Attorney General and reached agreement on the following points:

Common elements. The shootings in Jonesboro, Paducah, and Pearl have several common elements. In each of these cases, the alleged offenders knew their victims, had access to firearms, involved other juveniles, and -- perhaps most important -- exhibited warning signs that went unnoticed.

Multiple shootings rare. School shootings like these, however, are very rare. Almost no homicides occur in schools, and less than one percent of students report ever having taken a gun to school. Also, 90 percent of public schools do not report any serious crimes to law enforcement officials.

Lessons about a changing culture. We should not dismiss these tragedies as statistical anomalies. They tell us much about a changing and more violent youth culture -- about young people who grow up disconnected from their communities and from responsible adults who can teach them right from wrong.

Broad response to all youth violence required. While we must continue to study these unusual cases, we must take actions designed to address the broader problem of youth violence -- e.g., actions regarding violence in the media, youth access to firearms, violence prevention and mediation, and more.

III. PARTICIPANTS

Briefing Participants:

Attorney General Reno

Secretary Riley

Rahm Emanuel

Bruce Reed

Melanne Verveer

Event Participants:

Attorney General Reno

Secretary Riley

Deputy Secretary of Treasury Larry Summers

James Fox, Dean, College of Criminal Justice, Northeastern University, Boston, Massachusetts

Dr. Deborah Prothrow-Stith, Director and Professor, Division of Public Health Practice, Harvard School of Public Health

Scott Polan, Leader of the crisis counseling teams in Paducah.

Kate Stetzner, Principal of Margaret Leary Elementary School, (where an 11-year-old was murdered by a 10-year-old), Butte, Montana.

James C. Backstrom, Advisory Committee on Juvenile Justice, National District Attorney's Association, and County Attorney in Dakota County, Minnesota

Dr. Steven Marans, Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine

Pastor James Forbes, Pastor, Riverside Church, New York City, NY

Azim Khamisa, President of the Tariq Khamisa Foundation, named after his son who was murdered by a 14-year-old gang member.

Stephen Teret, J.D., M.P.H., Director of the Johns Hopkins Center for Gun Policy Research and Professor of Health and Public Policy in the Johns Hopkins School of Public Health.

Antonio Sanford, 17-year-old junior at Martin Luther King Law and Public Service Magnet High School in Cleveland, OH. He is a peer mediator.

Edna Povich, Vice President of the Center for Dispute Settlement, an organization that is dedicated to and manages peer mediation in schools.

Ruben Ortega, Chief of Police for Salt Lake City and Chairman of the Major City Chiefs Assoc.

Dennis Kenney, Director of Research for the Police Executive Research Forum and former police officer. He also has written many books on school violence as a university professor.

Frank Sanchez, Jr., Director of Delinquency Prevention for the Boys and Girls Clubs.

Dr. Mark Rosenberg, Director, National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.

William Modzeleski, Director of the U.S. Department of Education's Safe and Drug-Free Schools Program.

Shay Bilchik, Administrator of the Office of Juvenile Justice and Delinquency Prevention in the
U.S. Department of Justice.

IV. PRESS PLAN

Closed Press.

V. SEQUENCE OF EVENTS

- YOU will briefly welcome the participants
- YOU will then call on the Attorney General and Secretary Riley to make brief remarks.
- You will lead the discussion by calling on participants in the suggested speaking order. (SEE ATTACHED LIST). YOU should begin by calling on James Fox.

VI. REMARKS

Remarks Provided by Speechwriting.

SCHOOL SAFETY MEETING PARTICIPANTS /

(In suggested speaking order.)

- **The President**
- **The Attorney General**
- **Secretary Riley**

James Fox - Dean, College of Criminal Justice, Northeastern University, Boston, Massachusetts. He has published 12 books, including *Mass Murder*, *Overkill*, and *Killer on Campus*, and several articles on crime. He will present an overview of youth violence statistics and the extent of the problem.

Deborah Prothrow Stith - Director and Professor, Division of Public Health Practice, Harvard School of Public Health. Dr. Prothrow-Stith's interest in violence prevention was stimulated by her work as a resident at Boston City Hospital. She began to examine violence as a societal disease after her first hand experience to the typical "stitch them up, send them out" medical response to patients injured by violence. She developed and wrote the first violence prevention curriculum for schools and communities, entitled Violence Prevention Curriculum for Adolescents and co-wrote Deadly Consequences, the first book to present the public health perspective on violence to a mass audience.

Kate Stetzner is the Principal of Margaret Leary Elementary School in Butte, Montana. She revitalized her school and community after an 11-year-old was murdered by a 10-year-old on her school campus in 1994.

Dr. Scott Poland - Director of Psychological Services for the Cypress-Fairbanks Independent School District in Houston, Texas. Dr. Poland is a nationally recognized expert on school crisis. He served as team leader and spokesman for the National Organization for Victim Assistance teams sent to West Paducah, Kentucky, and Jonesboro, Arkansas, after the school shootings in those locations.

James C. Backstrom - Advisory Committee on Juvenile Justice, National District Attorney's Association (NDAA), and County Attorney in Dakota County, Minnesota since 1987. He co-chairs the Juvenile Justice Advisory Committee of the NDAA, and he will talk about the prosecution of kids and targeted sentencing of youth offenders.

Rev. Dr. James Forbes, Jr. - the Senior Minister of The Riverside Church in New York City. You visited his church last year and held a round table on welfare reform.

Frank Sanchez, Jr., Director of Delinquency Prevention for the Boys and Girls Clubs. He manages the Targeted Outreach youth gang prevention and intervention initiative.

Antonio Sanford, 17-year-old junior at Martin Luther King Law and Public Service Magnet High School in Cleveland, OH. He is a peer mediator and trainer for the Winning Against Violent Environments Conflict Resolution Program.

Azim Khamisa - President of the Tariq Khamisa Foundation, named after his son who was

murdered by a 14-year-old gang member. The Foundation provides educational outreach programs, called Violence Impact Forums, in partnership with San Diego City Schools. Mr. Khamisa is a domestic and international investment banker.

Dennis Kenney - Director of Research for the Police Executive Research Forum and former police officer. He also has written many books on school violence as a university professor. He is currently replicating his student problem solving approach to address crime, fear and disorder in schools across the Nation.

Edna Povich - Vice President of the Center for Dispute Settlement. The Center uses mediation and conflict resolution to eliminate violence in schools. Ms. Povich manages peer mediation programs in D.C. public schools, where teachers, students, and other school staff are taught the techniques of mediation.

Dr. Steven Marans - Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine. In addition to seeing patients and teaching, Dr. Marans is the Director of the Child Development Community Policing Program developed by the Yale Child Study Center and the New Haven Police Department. This program addresses the needs of victims, witnesses and perpetrators of violent crime and provides clinical and policing intervention. He will focus on how children who witness violence are likely to become violent themselves.

Ruben Ortega - Chief of Police for Salt Lake City, Utah, and Chairman of the Major City Chiefs Association. Chief Ortega has implemented Community Policing and has introduced police/citizen anti-gang and drug suppression programs. He also started a Citizen's Police Academy and Youth Police Academy. He previously served for 31 years with the Phoenix, Arizona Police Department, the last 11 years as Chief.

Dr. Mark Rosenberg - Director, National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.

Stephen Teret, J.D., M.P.H. - Director of the Johns Hopkins Center for Gun Policy Research and Professor of Health and Public Policy in the Johns Hopkins School of Public Health. Currently, Professor Teret's work focuses on the understanding and prevention of violence, with an emphasis on guns.

Shay Bilchik - Administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice. He is responsible for the congressionally mandated agency that leads the effort to address the public safety issues of juvenile crime and youth victimization. Mr. Bilchik was previously involved in drafting several juvenile justice and child abuse legislative proposals in the State of Florida.

William Modzeleski - Director of the U.S. Department of Education's Safe and Drug-Free Schools Program, the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence in schools, through education and prevention activities.

**Youth Violence Roundtable
Questions and Answers
April 24, 1998**

Q. Why is the President having a roundtable discussion on youth violence today? And what is the President hoping to accomplish with this meeting?

A. In the wake of the tragedy in Jonesboro, Arkansas last month, President Clinton asked the Attorney General and Secretary of Education to convene a panel of experts to discuss the recent school shootings in Jonesboro, West Paducah, Kentucky, and Pearl, Mississippi. More specifically, he asked that they look into the common features of these tragic shootings and to try and learn what can be done to prevent such incidents from occurring in the future.

In response, on April 7th the Justice Department brought together an initial group of experts on youth violence. Today's roundtable will allow the President to continue the discussion with these experts and hear firsthand about what is working in communities across the country to prevent youth violence and tragedies such as Jonesboro.

The truth is we already know much about the youth crime problem in America, and hopefully today's roundtable will help us to continue to build consensus on how to address this important issue.

Reducing youth crime and violence are a top priority for President Clinton. That is why last year he forwarded a comprehensive anti-gang and juvenile crime strategy to the Congress. Among other things, the President's strategy would help communities replicate Boston's strategy of tough, targeted deterrence and better gang prevention. Through this combination, police and prosecutors in Boston literally disarmed the gangs and brought juvenile gun murders to a halt. We should help other communities do the same.

Q. Who participated in today's roundtable? Why were they selected?

A. The participants in today's panel are well-known throughout the country as experts in the field of youth violence. Their backgrounds cover a broad range of expertise, including: law enforcement, child psychology, public health, youth mediation, criminology, and juvenile delinquency prevention. The Attorney General, Education Secretary Riley, and Treasury Deputy Secretary Summers will also participate.

Today's panelists are:

James Backstrom, County Attorney in Dakota County, Minnesota.

Shay Bilchik, Administrator of the Office of Juvenile Justice and Delinquency

Prevention, U.S. Department of Justice
Rev. Dr. James Forbes, Jr., Senior Minister of the Riverside Church, New York City.
James Fox, Dean of the College of Criminal Justice at Northeastern University
Dennis Kenney, Associate Director, Police Executive Research Forum
Azim Khamisa, President of the Tariq Khamisa Foundation
Dr. Steven Marans, professor of child psychoanalysis at the Child Study Center, Yale University School of Medicine.
William Modzeleski, Director of the U.S. Department of Education Safe and Drug-Free Schools Program
Ruben Ortega, Chief of Police, Salt Lake City, Utah
Dr. Scott Poland, Director of Psychological Services, Cypress-Fairbanks Independent School District, Houston, TX
Edna Povich, Vice President, Center for Dispute Settlement
Dr. Deborah Prothrow-Stith, Associate Dean for Faculty Development
Dr. Mark Rosenberg, Director, National Center for Injury Prevention and Control, Center for Disease Control and Prevention
Frank Sanchez Jr., Director of Delinquency Prevention for the Boys and Girls Clubs
Antonio Sanford, junior at Martin Luther King Law and Public Service Magnet High School, Cleveland, OH.
Kate Stetzner, Principal, Margaret Leary Elementary School, Butte, Montana
Steven Teret, Professor of Health and Public Policy, Johns Hopkins School of Public Health

Q: The horrible tragedies of Jonesboro, Paducah, and Pearl all involved gun violence at schools. Moreover, there have been some troubling studies recently released on current levels of school violence. What has the Administration done to date to promote school safety and help reduce violence in and near our schools?

A: While we currently have comprehensive juvenile crime and youth violence legislation before the Congress, school safety has been a priority since the start of this Administration. Some of the important steps we have taken include:

Improving Safe and Drug Free Schools -- In 1994, we expanded the Drug-Free Schools Program to include security and violence prevention as key parts of the program. Now, the new Safe and Drug-Free Schools Program provides support for violence and drug prevention programs to 97% of the nation's school districts, and helps keep violence, drugs and alcohol away from students and out of schools.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools -- President Clinton signed into law the Gun-Free Schools Act and issued a directive requiring all schools that

receive federal funds to enforce "zero tolerance" for guns. If a student brings a gun to school, that student will be expelled for a year. Now, every state in the nation has passed a tough "zero tolerance" policy, and in the 1995-96 school year, an estimated 6,000 students were expelled for bringing weapons to schools -- mostly for guns.

Encouraging Schools and Localities to Promote Discipline -- Studies show that schools with serious discipline problems are more likely to have serious crime problems. That is why this Administration has encouraged innovative policies that promote discipline and respect in our schools. We have distributed guidelines and studies on successful efforts by communities to require school uniforms, enforce curfews, and crack down on truancy. Combined with efforts to work with local law enforcement, involve parents, and keep schools opens later and on weekends, these policies can help promote respect and maintain order in our schools.

Keeping Handguns Out of the Hands of Our Children -- As part of the 1994 Crime Act, President Clinton signed into law the Youth Handgun Safety Act that makes it a federal offense to transfer a handgun to a juvenile, or for a juvenile under the age of 18 to possess a handgun or handgun ammunition in most circumstances. And to make sure adults comply, this year we required all federal gun dealers to post signs and issue written notices about the provisions of this law.

Providing Child Safety Locks for Handguns -- We have also worked to make sure that child safety locks are provided with all handguns. The President directed his federal agencies to provide child safety locks to all of our federal law enforcement officers. And following the President's lead, eight of the nation's largest gun manufacturers have agreed to provide child safety locks with all of their handguns.

Q: Does the Administration intend to introduce new legislation to provide tougher penalties for violent youth, to treat more juveniles as adults, or to further restrict youth access to guns?

A: Last year, the President forwarded a comprehensive anti-gang and juvenile crime strategy to the Congress, and it addresses many of these issues. It would, for instance: treat gangs like organized crime by expanding the use of racketeering statutes for gang-related offenses; add to the list of crimes for which juveniles could be prosecuted as adults and give prosecutors greater flexibility to do so; and ban violent juveniles from owning guns for life. The President believes we should debate and consider all of these issues. However, our first priority, must be to do everything we can -- with or without new legislation -- to help communities save young lives and prevent juvenile crime and violence from happening in the first place.

One way to do this is through tough, targeted deterrence and better prevention. For example, in Boston -- in cooperation with state and federal officials -- police, prosecutors, probation officers and courts, worked together to deliver and enforce a tough, targeted

message on gun violence. They literally disarmed the gangs, and brought juvenile gun murders to a halt for a two and a half years.

By pursuing this type of tough, targeted enforcement -- and combining it with schools that are open later and on weekends, when most violent youth crime occurs -- we can prevent youth crime and violence before it happens. That is why the Administration's juvenile crime bill and budget includes funds to replicate Boston's success in other cities. Specifically, it calls for more than \$200 million for local prosecutors, probation officers, and special court programs; more than \$200 million to keep schools open later; and \$28 million to hire more ATF agents and expand gun tracing efforts that help identify illegal gun traffickers.

DRAFT

**SCHOOL VIOLENCE
EXPERT WORKING GROUP**

MEETING SUMMARY

APRIL 7, 1998

Prepared for:

Office of the Attorney General
U.S. Department of Justice
Washington, D.C.

Prepared by:

Development Services Group, Inc.
7315 Wisconsin Avenue, Suite 700E
Bethesda, MD 20814
April 15, 1998

Executive Summary

Despite an overall reduction in violent crimes nationwide, juvenile crime has increased by 60 percent since 1984. Recent shootings at rural schools in Arkansas, Kentucky, and Mississippi call attention to violence among youth. On April 7, 1998, the U.S. Department of Justice convened a panel of experts in the field of youth violence to solicit their thoughts and ideas on key questions posed by President Bill Clinton: Are there common features to these three tragic shootings? What do they tell us about youth violence? What can we do at Federal, State and local levels—through the Federal government—to prevent these kinds of incidents in the future?

Definitive answers were not expected; rather, the Department of Justice hoped that the meeting would elicit the key issues relating to youth violence in general, and the recent tragic events in particular, and advise on the Federal government's role. This approach is consistent with the administration of Attorney General Janet Reno in its attention to people in the field and use of Federal resources to address problems at the local level.

How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

The three recent school shootings are not typical. They do not represent the nature and scope of youth violence, nor do they characterize the school experience. There are some common elements, however. In each case, alleged offenders (youth themselves) knew their victims, lacked coping skills, and included a partner/partners in the tragedy. Moreover, alleged offenders gave warning signals which were not addressed.

The incidents highlight the need to address the larger issue of youth violence: its causes and how to effectively respond. Violence among youth in large cities (over 500,000) has declined; killings by white youth has plateaued. Participants strongly agreed that the epidemic of violence speaks to an overall disinvestment in youth, a failure of individuals and systems to attend to the needs and issues of youth, and to put resources in place to help youth cope with an increasingly complex and stressful world.

Causes of violence among youth are complex and include (but are not limited to): the impact of, and exposure to violence in the media (especially video games); a decline in family and other adult involvement with youth; the growth of a "youth culture" largely cut off from adults; and access to guns. Just as the causes are complex, effective responses must be multi-faceted, broad based, and long term.

There are no simple solutions, no quick fixes. A primary need is to understand why youth violence occurs and to recognize the warning signs of potential problems. In that, we need to help parents do a better job, and professionals and parents need to know how to intervene or refer children for help. This speaks to a need for adequate resources.

It is also important to know how to prevent violent acts from occurring (including teaching youth coping skills, barring youth's access to guns, and making guns more difficult to operate); and to facilitate cross-system data sharing and team approaches to violence prevention. There is also a need to change the culture, to learn how to make heroes of non-violent persons, to adopt a common will in this country that acknowledges the possibility of curbing youth violence. As well, there is a need to systemically evaluate violence prevention programs so that communities can identify good programs and put resources into programs that work.

There is a need for a balanced approach to juvenile justice, one that focuses not only on enforcement, but also on prevention and early intervention. Nonetheless, there is a need to make youth accountable for their actions.

What should the Federal government's role be in reducing the chance of such incidents of youth violence occurring in other communities?

The Federal government should support/undertake collection and dissemination of research findings and data on youth violence so that we can understand the differences in the types of violence among youth and, in turn, develop more effective prevention programs. Useful databases might include: an indicator base of youths' experiences with other people, to help understand the nature and extent of alienation among youth; a database on the range of day to day experiences of children and youth in rural areas; a database on policy research to help ascertain the impact of State statutes and policies re: violence; a national uniform tracking system to track a juvenile offender's criminal history; and a firearm-related fatality database, similar to the national highway fatality database. Also useful would be studies on the impact of video games (most studies of media-influenced violence focus on television), and collection of data on the effect of current bills (the child health bill and juvenile justice legislation) so that we have evidence, at the time of bill renewal, regarding their impact—positive or negative.

The Federal government can develop useful policies and programs to prevent youth violence. For example, though the number of children who have access to guns is small, these children are at risk of using them. The Federal government can help to assure that safety mechanisms are required on all firearms and that greater restrictions are placed on the purchase of guns.

Who else should we have participate in these discussions?

Several national and regional organizations (including the National Coalition of Survivors, Parents of Murdered Children, MADD, Mothers Against Violence in America, Moms of Murdered Sons and Daughters) can be instrumental in helping lead a national movement to prevent violence. Youth should be involved as should attorneys, physicians, police, educators, the media. It is critical, also, to involve a more ethnically and culturally representative group of experts and lay persons.

What are the next steps? What kind of work product would be useful the real world in response to the President's directive?

It is important to focus on the issue of violence in the community and on the whole child, and to send a message that juvenile justice legislation is not a quick fix. A report can dispel the myth that schools are unsafe, provide reassurance that programs are in place, and acknowledge that we don't know all the answers.

Short-term Answers

- Develop a description of youth violence in rural areas based on NIBRS data.
- Produce an inventory of Federal youth violence prevention and intervention efforts currently underway.
- Continue the dialogue by including constituencies who weren't at the table during the first meeting.

Long-term Answers

- Build the necessary infrastructure to support a national movement on violence prevention.
- Collect data across systems to better understand the true nature and extent of violence.
- Evaluate current prevention/intervention programs.
- Foster collaborations among agencies at the local level, and among Federal, state and local agencies.

**U.S. DEPARTMENT OF JUSTICE
SCHOOL VIOLENCE EXPERT WORK GROUP
APRIL 7, 1998**

MEETING SUMMARY

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U.S. DEPARTMENT OF JUSTICE
SCHOOL VIOLENCE EXPERT WORK GROUP

MEETING SUMMARY

INTRODUCTION

Though recent national and local data indicate an overall reduction in violent crimes, crimes committed by juveniles have increased by 60 percent since 1984 (U. S. Department of Justice). Three school shootings during the 1997-1998 school year (in Jonesboro, Arkansas, West Paducah, Kentucky, and Pearl, Mississippi) have drawn the Nation's attention to the issue of youth violence—in schools and communities—and are a reminder that the problem of violence in our society, especially among youth, is far from solved. President Clinton has asked the Attorney General to reach out to youth violence experts to increase understanding of the recent school shootings to help the federal government take appropriate steps to reduce the chance of similar tragedies in other communities.

A panel of 11 experts from across the country met with the Attorney General and her staff on April 7, 1998 and considered the three school shootings, their relevance to the issue of violence among youth, appropriate and useful Federal responses, and organizations and individuals that should be involved in the discussion as it progresses.

After welcoming the participants, the Attorney General stressed the importance of the issue of youth violence, both to the government and to society, noting the bravery of the citizens of Jonesboro and their questions about the causes of the tragedy in their community. She added that the President's directive to address the problem and recommend solutions must reflect the whole issue of violence among youth in this country, and not be limited to the Jonesboro tragedy.

Mr. Fisher expanded on the Attorney General's remarks, noting that the meeting is a first step in answering the

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"[School violence] is one of the most important issues that we face in government and society today."
—Janet Reno

[REDACTED]

President's questions: Are there common features to these three tragic shootings? What do they tell us about youth violence? What can we do at Federal, State, and local levels—through the Federal government—to prevent these kinds of incidents in the future?

Though this expert work group meeting can be characterized as a "rapid response," the Justice Department wants to proceed in a deliberative and thoughtful way to formulate meaningful answers, without commissioning a large study to provide all the answers.

The issue of youth violence is the hallmark of the Attorney General's administration, which has endeavored to use Federal resources to address problems at the local level and to listen to people in the field, rather than imposing solutions from the top. This meeting was convened in that spirit—to elicit the participants' advice and preliminary reactions as individuals. Particular, definitive answers were not expected; the objectives of the Justice Department were identification of the key issues and advice as to how the Federal government can address these serious problems. As well, the Department sought input as to who else should be involved at subsequent meetings, to help expand our understanding of the problems and frame effective responses.

The outcome of this initial meeting is a report to the President, and the Nation, about the shape of the issues. What are the issues? What are the problems? What has already been done? What more needs to be done? What can we do, at the Federal level? Though a blueprint for action is desirable, it is important not to raise expectations but to inform people, as realistically as possible, about the limits of our knowledge and the best ways to proceed.

The meeting discussion was framed around the following questions:

- How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

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"Part of what's keeping us from advancing in this area of youth violence is not a lack of understanding or a lack of data, but it's a lack of common will."

—Mark Rosenberg

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- What should the Federal Government's role be in reducing the chance of such incidents of youth violence occurring in other communities?
- Who else should participate in these discussions?

DISCUSSION SUMMARY

The summary below is organized according to the questions posed. Responses are grouped thematically to emphasize the areas of agreement among participants (parentheses are used to identify some participants who made that point). (See the verbatim transcript of the meeting for a full presentation of the meeting minutes.)

How representative are the three recent school shootings in this country and what do they reveal about school safety and youth violence in general?

The incidents are not typical.

If school shootings were not rare, we would not likely be paying as much attention to these three incidents, which are not representative of juvenile violence in America; though there have been other school shootings in the past several years, these unfortunate incidents are still an aberration (Marans; Prothrow-Stith; Backstrom; Melton).¹ Schools still are safe places for the most part, and in urban areas, shootings typically take place outside of school. Nonetheless, schools are vulnerable as are workplaces and other places where people gather, and as more children become involved in violence, it is possible that schools will be more directly involved in shootings.

There are some common elements, however.

With specific reference to the three shootings, in all the incidents, the offenders knew their victims, lacked coping skills (e.g., on how to deal with daily stresses like class failure, breakups), and included a partner or partners in the tragedy (which calls for reflection on the issue of group

¹ Nine school shootings are reported between January 1989 and April 1996 (ABC News).

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"The shootings are unusual...but some of their aspects are illustrative of the larger picture."
—Gary Melton

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dynamics among youth—why do they need to be so accepted by their peers that they have to kill). Other similarities were the availability of guns and the fact that friends and acquaintances of the involved youth knew they had problems. In each of these cases, the youth gave warning signals before the tragedy, yet people did not seem to be listening. Either peers are not sharing these messages or adults are not listening. One “message” was that the involved youth had bullied other youth who did not inform anyone. This is consistent with studies which show that 1 in 4 middle schoolers say they have been bullied at least several times in the past three months; and about 1 in 10 say every week (Melton). Of even more concern is that two-thirds of youth who see these incidents don't do anything or tell anyone.

These cases are very typical of mass murders and involve the youngest alleged perpetrators in the Nation's history. Yet mass murder is difficult to predict.

However, the tip of the iceberg is evident in schools with regard to violence. Though there have not been a lot of mass murders at schools, there is a mass of seething anger and potential for violence in schools; many youths bring weapons to schools, and assaults are not unusual.

The incidents highlight the need to address the larger issue of youth violence: its causes and how to effectively respond.

The three shootings may be evidence of a second wave of the youth violence “epidemic” (Prothrow-Stith). The charts provided to the meeting participants highlight the first wave—youth violence that occurred in the late 80s and early 90s, especially in cities of 500,000 or more persons (see Appendix). It is likely that a second wave of that epidemic may be at hand, perhaps in smaller towns and rural settings (where the three recent shootings occurred). Still a third epidemic may occur among female adolescents.

Eighty-six percent of teenagers who are murdered are murdered with guns (Fox). A striking similarity among episodes of violence involving youth is that the combination of troubled youth plus guns plus some precipitating episode

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“Eighty-six percent of teenagers who are murdered are murdered with guns. This is higher than any other age group and higher than any other time in our history.”
—James Fox

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creates dangerous anger. In small towns and rural settings, however, the multiple victim shootings were sniper-like (using different guns), which differs from what was seen initially in urban poor settings (Melton).

The charts provided show that homicides of and by juveniles have been on the decline, part of which has been in the large urban centers, especially among black youth. This may reflect the decline of the crack market and greater peace on the streets. Yet, the rate of killings by white teens has remained high. This speaks to a larger chronic problem, i.e., the overall disinvestment in youth. So while these three shootings are not representative of youth violence in general, perhaps they will direct attention to the larger issues (Melton).

For many years we have studied gang activities, thinking that youth violence was not a problem in rural areas. But an ambush is a carefully planned event. Adults need to listen to the messages from young people and take them seriously. A youth who wants to bring a weapon into a school will do so. There is no effective way to keep weapons out (Sanchez).

We need to understand why this is happening in schools and not in other similar institutions (e.g., recreation centers, churches). What is causing the anger in this setting? No school is an island (Rosenberg). What happens in our schools is reflective of what happens in the larger community. While we need to do everything possible to prevent another Jonesboro, we must address the causes of and risk factors for youth violence evident in our communities.

We tend to underestimate the complexity and depth of children's developmental difficulties. As mentioned earlier, often the tell-tale signs of problems are overlooked or ignored. Perhaps these incidents will motivate us to do something about alienated, problem youth. While we cannot predict the ticking time bomb, we are aware of factors which place youth at risk for becoming involved in violence, and we must find ways as adults to involve ourselves in the lives of youth.

[REDACTED]

"...these young people lacked coping skills...on how to deal with daily things like a breakup, or failing a class."

—Frank Sanchez

[REDACTED]

The causes of youth violence are complex.

Impact of and exposure to violence in the media.

The American Psychological Association (APA) and the American Academy of Pediatrics (AAP) have produced outstanding reports on the impact of violence in the media. There is no question that the exposure to violence in the media has an effect; though video games, which actively involve youth in (and award them points for) killing, are more of a concern than television, which is a passive activity. And, while there is a large body of literature on the effects of violent media on youth there isn't much yet on the effects of video games.

Non-violent programming is not readily available to youth during the times they watch TV. For example, sporting events are aired at night. It is important to encourage other types of entertainment.

Decline in family and other adult involvement with youth.

Lack of parental (or other adult) supervision is a critical issue. We have not heard or been responsive to the frustration and anger that youth express toward society and each other. There has been a withdrawal of adults from the lives of youth. Forty-nine percent of homicides and assaults involving juveniles occur between 2 and 8 PM when they are with friends rather than adults (Fox). We need to make an effort to ensure that parents have proper parenting skills and are involved in their children's lives. Some diversion programs, for example, require the involvement of a parent. Many cases of youth involved in violence occur in families experiencing divorce. This stimulates a tendency to blame parents which may be unfair. Often children act out despite the best efforts of parents. We should do more to assist parents. It's not just *parental* withdrawal, *all* adults are withdrawing from the lives of youth.

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"The problem is not just what our kids are watching, but who is it that's watching our kids."
—James Fox

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Growth of a "Youth Culture" largely cut off from adults

We're encouraging our kids to "internet" rather than interact (Fox). Maybe we're going the wrong way with technology. Maybe we need more rather than fewer teachers in schools.

In the past we had the family, church and school as the tripod of the community. The role of religious institutions has changed: at one time when a child was in trouble, the family went to the minister who then went with the youth in trouble to the Judge. Now the tripod of youth culture is the media, the malls, and fast food restaurants. Their culture is very different than what we know as adults. We need to look at the culture they're developing (Stetzner).

Access to guns

The availability of weapons and the expertise of the youth in using them is important. Guns are readily available and easy for children to operate. A study supported by OJJDP, focusing on several rural school districts in South Carolina, reveals a higher rate of gun ownership than is reported in metropolitan areas (Melton). Though expected, due to the hunting culture in the State, these data are disturbing because one of five youth who own guns (and about half the middle school youth who own guns) report carrying guns to get respect or protect themselves, or even to frighten others. Another finding, similar to that in big city studies, is a fairly high association with (self-reported) anti-social behavior when youth paint that type of picture.

An April 1994 incident in Western Montana further exemplifies the use of guns by young children. A 10 year old youth, with two parents in the final stages of AIDS, brought a 22 caliber semi-automatic handgun to (the elementary) school in his backpack. Angry at another child over a ball, the youth took the gun from his backpack, aimed it at the other child—who ducked. The youth shot six bullets, hitting one child (not the intended target) in the head. The only reason more children weren't shot is because he didn't know how to use the gun. Of concern in this instance is the need to do many things to help secondary

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"...to understand how to prevent fatal youth violence...if you take the guns, which are responsible for 86% of the increase, and in some cases 98% of the increase in youth killings, out of kids' hands they'll stop it. You don't have to know why the kid is angry, why the parents are inattentive, why he brought it to school, but you can stop it."

—Mark Rosenberg

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victims of violence heal, to help school communities be able to deal with children who witness violence, and to help families. And most importantly we really have to take a look at children and access to guns (Stetzner).

Effective responses must be multi-faceted, broad based, and long-term. There are no simple solutions, no quick fixes.

We need to understand why youth violence occurs.

Professionals and lay persons who work with youth need to know the warning signs of potential problems and how to intervene or refer children for help. We tend to underestimate the complexity and depth of children's developmental difficulties and often overlook telltale signs of problems. As the school shootings demonstrate, young children can produce very violent actions; early detection and intervention need to start quite young. The children whose actions seem (at first glance) to stem from nowhere, usually send out warning signals which are left unattended.

Health and mental health professionals should learn to take a patient history that will reveal a background of risk factors relating to violence. Teachers, parents, and other professionals and lay persons can provide additional external supports, controls and points of intervention, when they understand the basic principles of development. As abhorrent as these shootings were, the youth involved must be recognized as having been on a path to multiple difficulties that is similar to what many other children in our country are experiencing. We see the examples of other forms and expressions of their symptoms in multiple ways including, all too frequently, violence.

Yet sometimes, it is not necessary to understand why. More important than understanding why it (e.g., Jonesboro) happened is how to keep it from happening again. Violence is not just a problem of minority inner city kids. Schools and communities are ill prepared for how to handle these situations, and there's no excuse for being ill prepared. We are in a different place than 20 years ago. There has not been a serious effort to look at youth and violence and prevention over the last 20 years (Rosenberg).

"We need to address the underlying issues that cause such stress and tension in the lives of young people, that they bring to school and seem to erupt in these kinds of events."

—Edna Povich

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We need readily available resources to turn to when children exhibit problem behavior.

Teachers often know when children are in trouble, emergency room staff know, and police often know. We need a way to respond early into the lives of those children in need. Indicators of trouble should trigger resources and earlier responses. Families shouldn't have to ask for help. There should be a climate and environment in which people notice and intervene when problems are recognized. Teachers are concerned about how to respond to the child's needs. We haven't done enough to make schools healing environments (Stith).

We need to change the culture

We need to change attitudes and social norms. How, for example, can we make heroes out of non-violent persons? Children are at risk, and we have an opportunity here. We have everyone's attention, yet we lack a common will. Some of the issues around handguns have become so politicized that people are in complete opposition. We need data to create a common understanding and a common ground so that, perhaps, we can develop a common will to do something about the problem.

Often Boston is referenced as a success. Seventeen years ago Boston Public Hospital began training people in a public health model of violence. This created a critical mass of people who felt that violence is preventable and they started prevention programs. It changed the climate in Boston (Prothrow-Stith).

We are now on the verge of a national movement to prevent violence. We have a real opportunity now to get the country's attention and present the big picture—including prevention—and begin to talk in terms of investing in children. Put professional training on the table. We need to develop a critical mass across the country to boost the movement to prevent violence.

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"How do we
redefine heroism so
that non-violence is
part of that
definition?"

—Deborah
Prothrow-Stith
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Change the school and social climate. This is part of addressing the gun issue. It's clear that addressing access to guns would begin to decrease fatal violence in this country. The attitudes that create the climate that supports gun ownership need to change first. *

We need data on effective programs.

We should not spend a lot of money on outside systems where evaluations can be done (Zarin). We need to evaluate the kinds of interventions that already exist. Use the public health model.

We need a balanced approach to juvenile justice.

A balanced approach to juvenile justice is needed which focuses not only on enforcement, but also on prevention and early intervention. The National District Attorney's Association passed a Board resolution recently that recognized the importance of prevention and education programs that look to intervention strategies to offset the serious negative impact of violence, abuse, neglect, crime, and the effects of drugs upon the lives of our youths (Backstrom). Community policing is an excellent example of a balanced approach (Marans).

We need partnerships among systems.

Along with a balanced approach, there must be partnership among systems. These kinds of partnerships don't just happen by accident. Different organizations don't have experience working with each other; meshing different professional cultures is difficult (Marans).

School personnel often do not seek interagency approaches, yet there is a need to foster (and support financially) preventive programming, especially for very young children. We know what the problems are but we need to look at alternative solutions. We need to give classroom teachers training and development, and we need to have

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"We need to share information amongst the various agencies... We need to eliminate some of the barriers that exist, some of which are driven by Federal law that relate to school data... to make it easier for the various agencies involved with these kids when there are problem signs."
—James Backstrom

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counselors in schools. How can teachers and researchers develop good programs?²

We need to help parents do a better job.

Look at the parenting side of this situation carefully. For example, give parents some information about what will happen to their children if they don't put some time into their children (Sanchez; Backstrom).

We need to teach conflict resolution.

Violence is a learned behavior. People can learn different ways to respond to their anger. There is a concern about the availability of guns but we also need to address the stress and tension in the lives of young people (Povich). We need to teach youth to have constructive alternatives to dealing with violence and conflict.³

We need to help victims of violence

There is a need to help secondary victims of violence, for example by helping school communities deal better with children who witness violence. We also need to look at the social and health problems facing children, and at family breakups (Prothrow-Stith).

We need to make guns more safe and regulated

The Massachusetts Attorney General has been very active on the issue of gun safety, despite resistance from many groups and individuals over the cost of trigger locks, which range in price from \$1 to \$5. "Smart gun" technology is in the R&D stage, and the anticipated cost of fingerprint recognition to unlock a gun is approximately \$100.

² The Center for Substance Abuse Prevention (CSAP) has developed a Community Early Warning Network for Violence Prevention which fosters local interagency collaborations to assist communities to get ahead of new patterns and trends in violence.

³ Peer mediation programs, mentoring and school violence prevention curricula, among other early interventions, have been found to be effective strategies for youths (OJJDP, June 1995)

"I really believe that we can teach young people how to resolve conflicts without knives and guns, and fists and drugs. I've watched teachers do it. The good ones are just magical about it."
—Janet Reno

The used gun market could be better regulated and tracked more efficiently. The ATF Youth Crime Interdiction Program traces firearms used in juvenile crimes in 27 cities in an effort to identify common sources for the guns. This information is provided to the communities so they know where juveniles are getting their guns. Reducing overall access to guns, not just children's access, would begin to decrease fatal violence in this country (Wooten).

We need to make youth accountable for their actions

From the prosecutor's perspective, juvenile criminals must be held accountable for their crimes. Though prevention is supported, so is accountability. The National District Attorney's Association has adopted a standard of trying youth as adults at age 14. Whether to go lower is not clear, but a system must be developed that assures the appropriate social response to heinous crimes committed by young people. One option might be to monitor those youth until they reach the age of majority, holding out the possibility of adult sanctions should they re-offend. In any case, juvenile crime should not be federalized as a result of incidents such as the recent school shootings. There should also be sufficient funding for suitable juvenile facilities. We need to develop a system that provides appropriate social responses to such heinous crimes (Backstrom).

What should the Federal Government's role be in reducing the chance of such incidents of youth violence occurring in other communities?

The Federal Government should support/undertake collection and dissemination of research and data on youth violence.

More refined statistics on typologies of violence would be useful. Understanding the differences in violence can help clarify the types of violence and how to address them. For example, regular prevention programs do not help youth who are mass murderers. Looking very carefully at who these youth are will help us determine how to intervene with them. This is an opportunity to look at specific

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*"...President's initiative on the youth crime gun interdiction...is now in 27 cities in geographic areas throughout the United States."
—James Wooten*

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populations and to fine tune prevention and intervention strategies.

We have extensive, 25-year data on highway fatalities. From these data, we have identified risk factors for traffic accidents and have developed programs to address the causes of accidents. This has resulted in significant savings (of lives and money). At this time, the rate of firearms-related deaths is almost the same as that of highway fatalities; yet we have no data system to track these events, their causes or contributing factors. The Federal government could be instrumental in establishing national data systems on firearm fatalities (Teret).

Studies on the effects of video games would be useful, as would studies on the epidemiology of weapons use by youth.

Several national data bases on youth violence would be helpful in terms of broad prevention (Melton):

- An indicator base of youths' experiences with other people. We're in an age of alienation. One relevant data base is the National Survey of College Freshmen. The number of college freshmen who say that they've been bored in class has been increasing steadily, while those who say they feel some need to be involved, to make a difference have been declining. We need similar types of information about youth across a range of ages. This information would help us build "networks of caring" for children and youth.
- A database on the whole range of day-to-day experiences of children and youth in rural areas. Our knowledge about the whole range of day-to-day experiences and problems of kids in rural areas is very scanty. The literature on demonstration grants for child protection rarely focuses on rural areas which differ from urban areas. Likewise, community programs in rural areas are not necessarily the same as in urban areas.

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"We have almost the same number of firearm related deaths in the United States now as we have highway fatalities, but we don't have a similar system for firearm related deaths."

—Stephen Teret

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- A database on policy research. We need to know, for example, what happens when States adopt statutes that make adults liable in one way or another for children's access to guns.
- A national uniform tracking system to track a juvenile offender's criminal history. We need to change this system and the Federal government could provide leadership on this issue. We need to share information among agencies—schools, social service agencies, etc. We need to eliminate some of the barriers that exist to open communication, some of which are driven by Federal regulations. We can identify some of these problems earlier if we can share information between systems.

The Massachusetts weapons-related surveillance system using emergency room information revealed that more violence is reported in the emergency rooms than to police. Over the past seven years, this system has produced very good information. For example, we have documented that nonfatal gunshot wounds and stabbings have also declined in Boston (Prothrow-Stith).

The Department of Justice should collect data on the effects of the child health bill for mental health services and on juvenile justice legislation that includes provisions for incarcerating juveniles with adults. When these pieces of legislation come up for renewal in ten years, we will have better data to make more persuasive arguments against unwise provisions.

The Federal government can develop useful policies and programs.

Even with successful behavioral interventions, and a 99.9% success rate in preventing violence among youth, 50,000 children will still be at risk for a Jonesboro-type situation as long as there is access to guns. For example, though the numbers are small, the children who have access to guns are at risk for using them. The Federal government can be effective in assuring that safety mechanisms are required for guns by helping with research and development (some of

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"We...know that children need access to appropriate health care,...mental health care, and they need access to care for substance use disorders."
—Deborah Zarin

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which the government is already doing) and bringing to the market guns that youth cannot purchase or operate (Teret).

Who else should we have participate in these discussions?

We are on the verge of developing a national movement for violence prevention that has different components. Survivors should be at the table (National Coalition of Survivors, who can provide leadership and political leadership that can be brought to bear on this problem; Parents of Murdered Children; MADD; Mothers Against Violence in America; Brenda Muhammad, who founded Mothers of Murdered Sons and Daughters), as should young people (both those who are experiencing the problems and those who have learned some skills in dealing with conflict in alternative ways). Professionals and service providers should be involved and professional training and conflict resolution should be on the agenda. We should involve writers of children's TV and movies, and work with parents to help them understand the impact of violence. We need educators in the room who can talk about after-school programs, smaller classes; public health people to talk about data systems and surveillance; police, including street-level law enforcement officers (to glean their before/after experiences vis-a-vis community policing); and organized medicine (AMA, NMA, American Academy of Pediatrics). These groups could form subcommittees to draft legislation on youth violence prevention. It is very important also to involve a more representative group (ethnically and culturally) of experts and lay persons.

With the Department of Justice in the lead on an effective youth violence prevention bill and everyone at the table, we would have a real opportunity to stimulate a national violence prevention movement.

What are the next steps? What kind of work product would be useful in the real world in response to the President's directive?

These charts that were distributed are the grossest cuts. The NIBRS data set covers rural areas and contains great detail about violent incidents involving juvenile offenders. A

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"In the past we had a tripod of the family, the church, and the school;... now we have the media, the malls, and the fast food restaurants."

—Kate Stetzner

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statistical report on what NIBRS tells us about juvenile crime in rural areas would be useful. Although it's not representative of the entire country, we could look at the wealth of variables on each incident involving juvenile offenders and gain some insight into juvenile violent crime that we don't have available at this time. We could have a report from this in a fairly short period of time (Fox).

Youth violence is happening in the context of violence in the community in general, not just on television and in video and computer games. Our community supports the belief that violence is okay. We also need to look at some of the social problems that are not unique to urban settings (Prothrow-Stith).

As the Attorney General pointed out, time is of the essence. An interim report to the President, with attorneys, physicians, police and others involved in the report presenting it, might be the first step. In the long term, we need to focus on the child as a whole, not just on guns, and send a message that juvenile legislation is not a quick fix. Communities have to take the lead.

It is important to focus on the issue of violence in the community and on the whole child, and to send a message that juvenile justice legislation is not a quick fix. A report can dispel the myth that schools are unsafe, provide reassurance that programs are in place, and acknowledge that we don't know all the answers.

Short-Term Answers

- Develop a description of youth violence in rural areas.
- Produce an inventory of Federal youth violence prevention and intervention efforts currently underway.
- Continue the dialogue by including constituencies that weren't at the table during the first meeting.



"The idea of being able to bring together different cultures, different professional cultures is an arduous but very possible task."

—Steven Marans



Long-Term Answers

- Build the necessary infrastructure to support a national movement on violence prevention.
- Data collection across systems to better understand the true nature and extent of violence.
- Evaluate current prevention/intervention programs.
- Foster collaborations among agencies at the local levels and among Federal, state and local levels.

The three school shootings we have witnessed during the past year should not be overlooked as statistical anomalies. They are reflective of a changing culture with reduced prioritization for our children. To turn this around, we must continue to focus on the partnerships between communities, schools, the State and Federal governments refocusing our society and priorities on our future—our children. We must follow what we are learning from the research and evaluation of programs, strategies and policies and restructure the process of adaptation of new, multidisciplinary findings to be an integral part of the decisionmaking process.

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"[The long term solution] should be concentrated on the child as a whole, and the complexity, and the total complexity...you have got to fill the continuum and the message has to be...it won't be a quick fix in a juvenile piece of legislation."

—Janet Reno

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**APPENDIX A:
MEETING PARTICIPANTS**

YOUTH VIOLENCE EXPERT PANEL

James Backstrom, Advisory Committee on Juvenile Justice, National District Attorney's Association

James Fox, Dean, College of Criminal Justice, Northeastern University

Steven Marans, Director of the New Haven Child Development Community Policing Program, Yale University School of Medicine

Gary Melton, Director, Institute for Families in Society, University of South Carolina

Edna Povich, Vice President, Center for Dispute Settlement

Deborah Prothrow-Stith, Director and Professor, Division of Public Health Practice, Harvard School of Public Health

Mark Rosenberg, Director, National Center for Injury Prevention and Control, Center for Disease Control and Prevention

Frank Sanchez, Director of Delinquency Prevention, Boys and Girls Clubs of America

Kate Stetzner, Principal, Margaret Leary Elementary School, Butte, Montana

Stephen Teret, Johns Hopkins Center for Gun Policy and Research, Johns Hopkins School of Public Health

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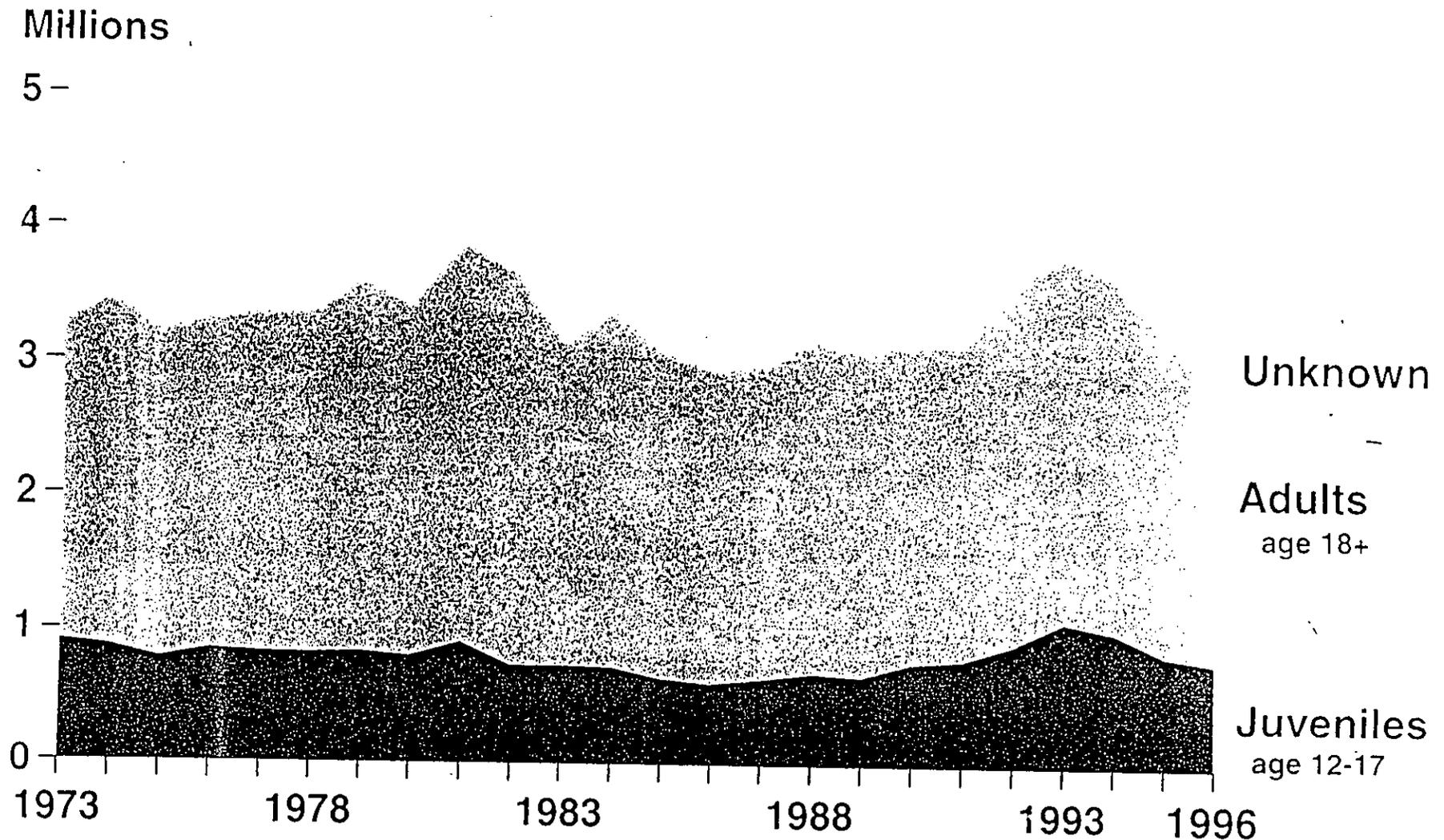
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**APPENDIX B:
MEETING HANDOUTS**

Serious violent crime by perceived age of offender



Source: Bureau of Justice Statistics, The National Crime Victimization Survey (NCVS)

Note: The violent crimes included are rape, robbery, aggravated assault, and homicide. The light gray area indicates that because of changes made to the victimization survey, data prior to 1992 are adjusted to make them comparable to data collected under the redesigned methodology. Estimates for 1995 and 1996 are based on collection year while earlier estimates are based on data year. Age 12-17 includes victimizations in which at least one offender was age 12-17.

Homicide victimization rate by age, 1970-96

Rate per 100,000

30-

20-

10-

0-

1970

1975

1980

1985

1990

1995

18-24

25+

14-17 yrs

Source: FBI, The Uniform Crime Reports (UCR)