AFT
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AFT/COPE

55 invited

Fax

To:	Richard Socarides	**From:**	Liz Smith
Fax:	456-6218	**Date:**	September 10, 1998
Phone:	456-2930	**Pages:**	6
Re:	SCHOOL SAFETY CONFERENCE	**CC:**	Karen Tramontano 456-1121
			Michael Cohen 456-5581
			Gigi Georges

x **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

•Comments: Richard – attached are the following lists:

1) **List of names of AFT officers who should be invited to the conference. Obviously, we would like Sandy to be a presenter/panelist at the Conference.**

2) **List of Practitioners/Academics who are leaders in the field of school safety.**

3) **List of AFT Staff who work on the school safety issue. We would like to have them invited to the conference, if possible.**

We will send over our list of AFT Officers, Vice Presidents, and Policy Council Members to be invited to the Reception on Monday. Thanks.

LS

1

Recommendations for the White House Conference on School Safety

Union Leaders we would like to have invited to the Conference

These union leaders are individuals who are particularly interested in the topic of school safety and discipline, have done significant work in the field, or lend an important perspective to the discussion. These are the individuals AFT feels are most important to attend. They are all AFT members except for Sherri Harris (see note by her name).

Sandra Feldman, AFT President
Ed McElroy, AFT Secretary-Treasurer
Nat LaCour, AFT Executive Vice President, and President, United Teachers of New Orleans
Randi Weingarten, President of the United Federation of Teachers, AFT Vice President – Randi is the President of the union local representing education employees of the largest local school district in the country. In addition, the United Federation of Teachers has a School Safety Center that addresses issues of school safety through sophisticated data collection and publication of data analysis and recommendations for providing safe schools.
Rita Moody, Paraprofessional Leader from Florida and AFT Vice President - Rita was instrumental in helping draft the Florida School Safety Legislation, legislation that has many important components.
John Cole – President of the Texas Federation of Teachers –John was a key player in the drafting and passage of the Texas Safe Schools Act, chaired the AFT's School Safety Task Force, and is an articulate spokesperson on the issue.
Judy Hale - President of the West Virginia Federation of Teachers – Judy and the West Virginia Federation of Teachers provided much of the support for the introduction and passage of the West Virginia Safe Schools Act. She is an articulate spokesperson on the issue.
Dorothea Bell, President of Philadelphia Paraprofessionals Chapter – The Philadelphia Federation of Teachers has negotiated a contract provision that utilizes paraprofessionals as monitors of student behavior in some of Philadelphia's toughest classrooms. Dorothea is knowledgeable about the program and was instrumental in negotiating the language.
Linda Bridges, President of the Corpus Christi Federation of Teachers – Linda is a key leader in Corpus Christi on the issue of safe and orderly schools. She has led the fight for enforceable discipline codes and alternative placement programs.
Tom Mooney, President, Cincinnati Federation of Teachers – Tom has been a central figure and leader in a decade long struggle to improve safety and order in Cincinnati's public schools.
Brenda Mitchell, Director, United Teachers of New Orleans Teacher Center – Brenda delivers effective instruction to New Orleans school staff on the issue of school safety and classroom management.

Sheree Harris, President, Oregon School Employees Association - This group is not affiliated with the AFT but is a group that has been working closely with the AFT on this issue and is very interested in attending the conference.

(2)

Practitioners who would add interest and substance to the Conference

These individuals have had the responsibility at different levels of ensuring the safety of students and staff in the schools. Each of them would bring a wealth of practical knowledge and experience to the conference.

Rudy Crew, Superintendent, New York City District 2 – Chancellor, New York City Schools.

Bob DeSena, Executive Director and President, Council for Unity, Inc. New York City – Bob's program turns around some of the most difficult students in NYC. [Housed in the UFT office]

Jim Baumann, Director, UFT School Safety Center - The United Federation of Teachers School Safety Center addresses issues of school safety through sophisticated data collection and publication of data analysis and recommendations for providing safe schools.

Ed Muir, Retired Director of the UFT School Safety Center - Ed established the center and serves as an effective advisor to districts and unions that wish to develop similar programs,

Denise Conrad, Behavior Management Specialist, Toledo Public Schools - Toledo's behavior management specialists assist classroom teachers in managing their most difficult students.

Richard Junod, Assistant Principal, Shallcross Academy, Philadelphia – Shallcross academy is an effective alternative placement program for some of the toughest kids in Philadelphia. Dr. Junod created and implemented the design and program for this effective school, and works continually to improve it.

Academics who are Leaders in the Field

These researchers and professors are individuals who are leaders in the field. Their work has been practical and helpful to the AFT. They could all be useful resources in planning the conference and could also serve as insightful attendees.

Hill Walker, University of Oregon, Institute on Violent and Destructive Behavior – Prof. Walker is a leading researcher who has studied the issue of violent student behavior for 30 years. In addition, he has produced validated screening devices for determining warning signs and successful treatment programs for youth at risk of violent behavior.
Rob Rutherford, University of Arizona – Dr. Rutherford has worked closely with Hill Walker and many others in research on violent student behavior. In addition, he coordinates a number of conferences around the country that inform K-12 and university educators about the proven research and practice that are successful for working with students with severe behavior problems. Further, Dr. Rutherford has conducted significant research on changing the behavior of adjudicated youth.
Jeffery Sprague, University of Oregon, Institute on Violence and Destructive Behavior – Prof. Sprague's work on identifying the risk and prevention factors that influence children's predisposition to violent behavior is very useful in today's school environment.
Rob Horner, University of Oregon, Institute on Violent and Destructive Behavior – His program is an effective way to turn around schools that have fallen victim to patterns of significant violence and disorder.
Geoff Colvin, University of Oregon, Institute on Violent and Destructive Behavior – Geoff has had success in working with some very tough schools in Broward County Florida and elsewhere in establishing school environments conducive to learning.
Del Elliot, Professor, University of Colorado – Has compiled list of programs that research shows to be effective in rehabilitating violent youth.
Carol Weinstein, Rutgers University – Leader in the field of classroom management.
Carolyn Evertson, Vanderbilt University – Carolyn is a leader in the field of classroom management.
Jerome Freiberg, Executive Director Consistency Management and Professor, University of Houston – This program has been shown to be effective in reducing school disruption and improving academic achievement.
Paul Barton, Educational Testing Services, Policy Information Center - ETS is working on a publication, Order in the Classroom: Violence, Discipline and Student Achievement, that links school order and academic achievement.

(3)

AFT Staff Working on this Issue

Each of these individuals has served as part of the "AFT Team" working on this issue. They are all knowledgeable about various aspects of school safety and discipline and committed to helping the AFT ensure that schools are a safe haven for children. We would hope that they might be invited to attend the reception.

Beth Bader – Expert on IDEA, special education, alternative placements and managing antisocial behavior
Lovely Billups – Our top person on classroom management, classroom organization and high standards for student behavior in school
Gigi Georges – Has overall responsibility for ensuring that this and other AFT policies become actualized in the legislative and political arena.
Robin Lustgarten – Through working on the Lessons for Life Program developed sense of how to move this issue in the field.
Ann Mitchell – As coordinator of the Lessons for Life Effort developed a good sense of what works in the field on this issue.
John Mitchell – Good overview of the issue, leads AFT side of the AFT/NEA joint staff working group on school discipline and safety.
Ed Muir, Jr. – Produced report on district discipline codes and is currently working on research linking class size to student behavior in New York City
Bella Rosenberg – Good overall view of the issue and how it relates to public perception of the schools
Barbara Van Blake – As Director of AFT's Community Relations Department Barbara helps ensure that AFT's policies on school discipline and safety have community support
Ruth Wattenberg – As Director of the AFT Educational Issues Department Ruth has overseen implementation of AFT's policy on this issue.

Some Insights on State Activities on this Issue

California has had comprehensive language on school discipline and safety in place for a while.
Florida has done recent work on discipline codes,
Kentucky has new language that makes its discipline law more comprehensive
Missouri is planning to convene a state summit and look outside its own borders for better practice.
Texas was a pioneering state in implementing zero tolerance provisions.
West Virginia several years ago passed a Safe Schools act and continues to work on this issue.

Becky Ritchey - 606-622-6671

Michael Grantham 456-6351

White House Conference on School Safety Site Registrations

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
AK	JUNEAU	BARBARA	LEARMONTH	YOUTH CORRECTIONS-DFYS	(907) 465-3863	UNIV OF ALASKA @ SOUTHEAST
AL	BIRMINGHAM	JANIS	SORRELL	JEFFERSON COUNTY FAMILY COURT	(205) 325-5466	JEFFERSON COUNTY BOARD OF EDUCATION
AL	HUNTSVILLE	KEITH	WARD	ETV HUNTSVILLE CTY SCHOOLS	(256) 532-3006	SAME
AL	HUNTSVILLE	KIM	VINCENT	NCAC	(256) 533-0531	SAME
AL	MONTGOMERY	ALABAMA ST		DEPARTMENT OF HISTORY P.S.S.	(334) 229-4493	ASU campus
AL	MONTGOMERY	LINDA	M. WRIGHT	AUBURN UNIV MONTGOMERY	(334) 244-3961	SAME
AL	RAINBOW CITY	RICK	HILL	RAINBOW CITY POLICE DEPT	(256) 442-2511	TAPING ONLY
AR	LITTLE ROCK	GARY	SIMMIONS	JUVENILE COURT	(501) 340-6777	SAME
AZ	GLOBE	KAREN	EYLICIO	GILA COUNTY PROBATION DEPT.	(520) 425-7971	GILA COUNTY COURTHOUSE
AZ	PHOENIX	JULIE	PIONTKOWSKI	ARIZONA SUPREME COURT	(602) 542-9447	SAME
CA	CONCORD	DON	MORT	CONCORD POLICE DEPT	(925) 671-3336	TAPING ONLY
CA	EL CENTRO	MARY	RANGEL-ORTE	IMPERIAL COUNTY OFFICE OF EDUCATIO	(760) 312-6498	Videotaping only.
CA	EMERYVILLE	SUE	REEDY	EMERYVILLE POLICE DEPT	(510) 596-3718	EPD
CA	LOS ANGELES	SABRINA	THOMAS	KLCS (LA UNIFIED)	(213) 625-6956	LAUSD
CA	MONTEBELLO	LYNDA	CARTER	MONTEBELLO POLICE DEPT	(323) 887-1282	SAME
CA	SACRAMENTO	DENNIS	MARCHESCHI	SACRAMENTO D.A.	(916) 874-6997	SAME
CA	SOUTH GATE	BOB	FORRESTOR,	SOUTH GATE POLICE DEPT.	(323) 563-5486	POLICE DEPT.
CA	STOCKTON	DAVID	BLOUGH	STOCKTON POLICE DEPT	(209) 937-8249	STOCKTON PD.

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
CA	VALLEJO	JIM	COUGHLIN-SG	VALLEJO POLICE DEPT.	(707) 648-4574	VALLEJO POLICE DEPT.
CA	VENTURA	REVIS "ROBBI	ROBINSON	VENTURA POLICE/FIRE DEPARTMENTS	(805) 339-7362	Taping only
CA	VISALIA	SGT RUDY	POLAK	TULANE CO. SHERIFF'S DEPT	(209) 733-6246	TRAINING CENTER
CO	AURORA	OFFICER JIM	PUSCIAN	AURORA POLICE DEPT.	(303) 739-6328	KACT TV Videotaping only.
CO	COLORADO SPRIN	MAGGIE	SANTOS	COLORADO SPRINGS POLICE DEPT.	(719) 444-7682	CSPD Training Academy
CO	FORT COLLINS	ELLYN	DICKMAN	POUDRE SCHOOL DISTRICT	(970) 490-3519	ROCKY MOUNT HIGH
CO	LEADVILLE	JUDY	CLEMMER	LAKE COUNTY BUILD A GENERATION	(719) 486-2491	Colorado Mountain College Timberline Campus
CT	FARMINGTON	DR. CRAIG	ZENDZIAN	CT CRIM JUST COMMAND INST	(860) 678-2165	TUNXIS COMM TECH COLL
CT	SOUTH WINDSOR	COMMANDER	LEWIS	SOUTH WINDSOR POLICE DEPT.	(860) 648-6210	Videotaping only.
DC	WASHINGTON	JUAN	SUTTON	OFFICE OF JUSTICE PROGRAM	(202) 305-9069	SAME
FL	BRADENTON	L.	JACOBY	DRUG FREE COMMUNITIES	(941) 708-9300	TAPING ONLY
FL	CLEARWATER	JANET	SKINNER	CLEARWATER POLICE DEPT	(727) 562-4347	TAPING ONLY
FL	COCOA	BEVERLY	PAYNE	BREVARD COMMUNITY COLLEGE	(407) 632-1111	LC114
FL	FORT PIERCE	CAROL	GOODEN	ST. LUCIE COUNTY SCHOOLS	(561) 468-5169	Learning Resources- Means Court
FL	FT. LAUDERDALE	JOHN	LASHUA	FT LAUDERDALE PD	(954) 761-5609	SAME
FL	GAINESVILLE	MONICA	RITTER	DEPT OF JUVENILE JUSTICE	(352) 955-5048	TAPING ONLY
FL	ORLANDO	SGT JAMES	STEWART	ORLANDO POLICE DEPT	(407) 246-2432	SAME
FL	ORMOND BCH	GLENN	SWEENEY	VOLUSIA CO SCHOOL BOARD	(904) 676-3320	LOCAL CABLE CO.
GA	ATHENS	DR. PAMELA	ORPINAS	UNIVERSITY OF GEORGIA	(706) 542-4370	TAPING ONLY
GA	KENNESAW	JACKIE	GIVENS	KENNESAW ST. UNIV	(770) 423-6036	KSU

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
GA	MARIETTA	JAMES W.	PEAL	COBB CO CAMPUS POLICE	(770) 426-3375	TAPING ONLY
GA	OAKWOOD	RUSS	POMRENKE	LANIER TECHNICAL INSTITUTE	(770) 531-6348	SAME
H	TELLINE	ED	KRONHOLM	H2 NATIONAL GUARD	(602) 730-1388	TEMPE, AZ
IA	LAMONI	RON	ELLIS	GRACELAND COLLEGE	(515) 784-5467	SAME
ID	BOISE	ROGER	QUINTANA	BOISE INDEPENDENT SCHOOLS	(208) 338-3680	STATE BOE
ID	BOISE	CRAIG	HEMMENS	DEPT OF CRIMINAL JUSTICE	(208) 426-3251	SMITC BUILDING
ID	MOSCOW	ELAINE	BROYLES	LATAH COUNTY YOUTH SERVICES	(208) 882-8580	County Courthouse
IL	CANTON	PAUL	NORTH	SPOON RIVER COLLEGE	(309) 649-6317	TAPING ONLY
IL	DECATUR	JERRY	BRISTOW	CENTRAL IL REG COMM ON LE	(217) 422-3054	RICHLAND COMM COLLEGE
IL	GALESBURG	VERNIE	BEORKREM	BRIDGEWAY, INC	(309) 344-4302	SAME
IL	GRAYSLAKE	RICHARD	SCHUR	COLLEGE OF LAKE COUNTY	(847) 543-2026	Taping only
IL	INA	MARTIN	HEISCHMIDT	REND LAKE COLLEGE	(618) 437-5321	RLC THEATER
IL	JOLIET	DONALD	ERNST	CRIMINAL JUSTICE STUDIES PROGRAM J	(815) 280-2495	Joliet Junior College- Media Center
IL	MACOMB	MIKE	TAYLOR	SATELLITE EDUCATION NET	(309) 298-1880	SAME
IL	WOODLAWN	KAREN F	KNOX	KNOX LEGAL SERVICES	(618) 735-9031	SAME
IN	BLOOMINGTON	WILLIAM	BAILEY	INDIANA UNIVERSITY	(812) 855-1237	SAME
IN	INDIANAPOLIS	KAREN	TUCKER	INDIANAPOLIS PUBLIC SCHOOLS	(317) 226-4141	CIRT
IN	KOKOMO	DR. ALLEN	ANDERSON	INDIANA UNIV-KOKOMO	(765) 455-9289	KRESGE AUDITORIUM
IN	MARION	WILLIAM C.	CUNNINGHAM	GRANT CO COMM CORRECTION	(765) 668-6528	TAYLOR UNIVERSITY
IN	MUNCIE	THOMAS	BEATTY	BALL STATE UNIVERSITY	(765) 285-3782	CAMPUS VIDEO NETWORK
IN	RENSSELAR	PATTY	STRINGFELLO	JASPER CO. PUBLIC LIBRARY	(219) 866-5881	Jasper Co. Public Library

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
KS	MANHATTAN	BARBARA	MAUGHMER	USD 383	(785) 537-2000	Robinson Ed Ctr.
KS	OVERLAND PARK	BRUCE	HEININGER	OVERLAND PARK PD	(913) 327-6902	SAME
KY	FRANKFORT	BRYAN	COLE	FRANKFORT GROUP HOME	(502) 875-0001	Health Sruce
KY	SOMERSET	JENNIFER	BURTON C.D.	AOC/JUVENILE SERVICES	(606) 677-4093	RURAL DEV CENTER
LA	LAKE CHARLES	JULIO	GALAN	FAMILY & YOUTH COUNSELING	(318) 436-9533	SAME
LA	MONROE	WILLIAM F.	KITCHENS	CRIMINAL JUSTICE NE LA U	(318) 342-1443	SAME
LA	SHREVEPORT	LINDA	FRICKIE	CADDO DRUG EDUCATION	(318) 633-6220	TEACHER RESOURCE CENTER
MA	BOSTON	DR. MICHAEL	WALKER	MASSACHUSETTS TACHERS ASSOCIATI	(617) 742-7950	MTA BUILDING
MD	FT. WASHINGTON	BERYL	JACKSON	SAFETY-NET	(301) 292-9800	FLORDIA ST UNIVERSITY
MD	SALISBURY	JIM	PHILLIPS	SALISBURY ST UNIV POLICE	(410) 543-6007	SAME
ME	AUGUSTA	ALAN	FECTEAU	MAINE ST LIBRARY	(207) 287-5620	SAME
MI	ANN ARBOR	NICOLE	YOHALEM	WASHTENAW CO MSU EXT	(734) 971-0079	SAME
MI	ANN ARBOR	RITCHIE	COLEMAN	PITTSFIELD TWP PDS	(734) 944-1039	ST. JOSEPH HOSPITAL
MI	BERRIEN SPRINGS	LEONA	PITCHER	BERRIEN CO SCHOOL DIST		TAPING ONLY
MI	BIG RAPIDS	SHANNON	BARTON	FERRIS STATE UNIVERSITY	(616) 592-5009	SAME
MI	EAST LANSING	CYNTHIA	MARK	MICHIGAN 4-H YTH PROGRAMS	(517) 355-0180	SAME
MI	EAST LANSING	TERRI	BADGLEY	MICHIGAN ST UNIV EXT	(517) 355-0180	SAME
MI	FLINT	SUE	FOSTER	FLINT COMM SCHOOLS	(810) 760-5361	ZIMMERMAN CENTER
MI	GRAND RAPIDS	BETH	FRIAR	ARBOR CIRCLE CORP	(616) 456-7775	SAME
MI	HASTINGS	STEVE	DEBOER	BARRY CO SHERIFF	(616) 948-4805	SAME
MI	MASON	JOHN	ZINK	INGHAM INTEMEDIATE S.D.	(517) 244-1256	Taping only

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
MI	MONROE	THOMAS	JENKINS	MONROE CITY POLICE	(734) 243-7520	INTERMEDIATE SCHOOL DISTRICT
MI	WAYNE	KATHY	GIBSON	WAYNE RESA	(734) 334-1608	SAME
MI	YPSILANTI	PAUL	LEIGHTON	DEPT OF SOCIOLOGY EMU	(734) 487-0012	SAME
MN	DETRIOT LAKES	JOHN	BELLEFEUILLE	DETRIOT LAKES PD	(218) 847-4222	TAPING ONLY
MO	ST LOUIS	NEAL	GILB	COOPERATING SCHOOL DIST	(314) 692-1253	SAME
MO	WARRENSBURG	FRAN	REDDINGTON	CENTRAL MO STATE UNIV	(660) 543-4961	SAME
MT	GREAT FALLS	AMY	GILLESPIE	GREAT FALLS PUBLIC SCHOOLS		
NC	GREENSBORO	SHARON	JOHNSTON	PARTNERS FOR PREV VIOLENCE	(336) 282-1441	SAME
NC	NEWTON	STEVE	HEDRICK	CATAWBA CO SHERIFF	(828) 465-8330	TAPING ONLY
NC	RALEIGH	CARLEEN	WRAY	CTR FOR PREV OF SCH VIOLENCE	(800) 299-6054	center
NC	WINSTON-SALEM	JOHN	REAVES	WINSTON-SALEM PD	(336) 773-7862	SAME
ND	GRAND FORKS	JEANINE	HALVORSON	GREATER GRAND FORKS YTH	(701) 746-2734	UNIV OF N. DAKOTA
NE	GRAND ISLAND	SGT GARY	SMITH	GRAND ISLAND PD	(308) 385-5403	COLLEGE PARK
NE	OMAHA	KAREN	HADLEY	OMAHA COMM PARTNERSHIP	(402) 595-2648	EDU#3
NE	SCOTTSBLUFF	SUSAN	VERBECK	WNCC	(308) 635-6030	SCOTTSBLUFF, NE
NJ	ERMA	SGT. BRIAN	MARKER	LOWER TOWNSHIP POLICE DEPT.	(609) 884-3475	Richard Teitelman School
NJ	HOWELL	SGT. WILLIAM	HARTUNG	HOWELL TWP POLICE	(732) 919-2805	HOWELL TWP MIDDLE SCHOOL
NJ	LAWRENCE	CATHERINE	KITE	MERCER CO LIBRARY	(609) 538-8112	SAME
NJ	NEW BRUNSWICK	DIONE	NELOMS	MIDDLESEX CO SUPERIOR CRT	(732) 981-3229	SAME
NJ	PEMBERTON	DAVID	WOODWARD	PEMBERTON TWNSHIP SCHOOLS	(609) 894-4181	TAPING ONLY
NJ	PONOMA	DR. EDWARD	PABON	RICHARD STOCKTON COLLEGE		

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
NJ	PONOMA	LESLIE	TULLIO	THE RICHARD STOCKTON COLLEGE	(609) 652-4243	Taping only
NM	ROSWELL	JEANNIE	DAVIS	ROSWELL POLICE DEPT.	(505) 624-6770	TOLES LEARNING CENTER NMMI
NM	RUIDOSO DOWNS	SERGIO	CASTIZO	COUNSELING CENTER	(505) 257-5038	ENMU
NM	SANTA FE	JOSE L.	VILLAGAS	DADS AGAINST CHILD INTERNET PORN	(505) 820-6280	SANTA FE
NV	LAS VEGAS	GEOFFREY	LEIGH	NEVADA COOP EXTENSION	(702) 222-3130	SAME
NY	BATAVIA	PATTY	CHAYA	GENESE CO COOP EXT	(716) 343-3040	SAME
NY	CORNING	DAN	KANE	CORNING COMM COLLEGE	(607) 962-9207	SAME
NY	LIBERTY	DEBRA	NADEAU	SULLIVAN COUNTY BOCES	(914) 292-0082	Sullivan County Boces
NY	NEW PALTZ	SHERYL	POST	ULSTER BOCES	(914) 255-8989	ULSTER BOCES
NY	NY	HERBERT	JOHNSON	JOHN JAY COLLEGE OF CRIM JUST	(212) 237-8638	SAME
NY	SCHENECTADY	CONSTANCE	POLLOCK	SCHENECTADY CO COMM COLL	(518) 381-1253	SAME
NY	SYRACUSE	KIM	WILLIAMS	SYRACUSE UNIVERSITY	(315) 443-4555	SAME
NY	TROY	ROBERTA	ADAMS	CORNELL COOP EXT	(518) 272-4210	SAME
OH	COLUMBUS	ROBERT D.	WHITE	OHIO DEPT OF YOUTH SVCS	(614) 995-0285	FAWCETT CENTER
OH	FREDERICKTOWN	LOU	MAVIS	FREDERICKTOWN HIGH SCHOOL	(740) 694-4140	FHS
OH	MARYSVILLE	KATHLEEN	NICHOLS	UCBHCP	(937) 644-9192	MEMORIAL HOSPITAL
OK	PONCA	BYRON	TRIBBLE	NORTHERN OKLA YOUTH SERV	(580) 762-8341	LINCOLN CENTER
OR	ASHLAND	LEE	AYERS-PALPA	SOUTHERN OREGON UNIV	(541) 552-6505	SOU LIBRARY
OR	EUGENE	RUTH	THOMPSON	LANE EDUCATION SERVICE	(541) 461-8224	SAME
OR	EUGENE	MICHAEL	MAJDIC	UNIV OF OREGON	(541) 346-1945	SAME
OR	MONMOUTH	BARB	CLAYTON	DEPT OF PUBLIC SAFETY	(503) 378-2100	SAME

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
OR	SALEM	LEAH	OLSON	OFFICE OF ALCOHOL & DRUG ABUSE PR	(503) 945-5960	State Capitol Building- Salem, OR
OR	THE DALLES	PAMELA	CLARK	CEOJJC	(541) 296-4449	Cowinbia Gorge Community College
PA	ALLENTOWN	EDWARD	DONLEY		(610) 481-7004	Taping only
PA	BELLEFONTE	JENNIFER	COVAL	CENTRE CO COOP EXTENSION	(814) 355-4897	SAME
PA	ELIZABETH	BONNIE	HUBUAER	FORWARD HIGH SCHOOL	(412) 384-5600	AV ROOM
PA	WASHINGTON	ELLA	HATFIELD	CITIZENS LIBRARY	(724) 222-2400	SAME
SC	CLEMSON	DANNY	ROBERTS	CLEMSON UNIVERSITY	(864) 656-2794	SAME
SC	COLUMBIA	FRED	KELLY	SCETV NETWORK	(803) 737-3475	Columbia SC @ Network
TN	KNOXVILLE	SHIRLEY	IRWIN	PROGRAM RESOURSE SPEC	(423) 974-7361	SAME
TN	LEBANON	THOMAS	HIBBETT	WILSON COUNTY	(615) 444-1412	105 E. HIGH ST. LEBANON, TN
TX	AUSTIN	SGT. W	SINGLETON	TRAVIS CO SHERIFFS DEPT	(512) 473-9721	SAME
TX	DALLAS	SUSAN	KRAWCZYK	DALLAS POLICE DEPT.	(214) 670-7579	Dallas Police Acadamy
TX	DALLAS	BLAIR	WESTBROOK		(214) 565-9116	
TX	HOUSTON	RHONDA	PANGARAKIS	THE DIOCESE OF GAL-HOU	(713) 741-8725	THE DIOCESE OF GALATAN- HOUSTON
TX	HUNTSVILLE	CECIL, MARQ	CLARK	CORRECTIONAL MANAGEMENT INSTITUT	(409) 294-1682	SAM HOUSTON STATE UNIVERSITY CRIMINAL JUSTICE CENTER
TX	MCALLEN	DANTE R	PENA Ph.D.	S. TEXAS COMM COLLEGE	(956) 618-8331	same
TX	VICTORIA	ELIZABETH R.	BRANCH	U OF HOUSTON-VICTORIA	(512) 788-6218	SAME
UT	CEDAR CITY	RICHARD	EISSINGER	SOUTHERN UT UNIVERSITY	(435) 865-8081	INSTRUCTIONAL MEDIA CENTER
UT	PROVO	TRUDY	RUTLEDGE	CITY OF PROVO UT	(801) 852-6274	SAME
VA	ALEXANDRIA	ROBERT	McCRAY-BRO	ALEXANDRIA	(903) 838-4111	Videotaping only.
VA	ARLINGTON	DEBRA	BUTLER	NEWSHOUR W/JIM LEHRER	(703) 998-2157	NEWSDESK

State	City	First Name	Last Name	Organization Name	Phone	Viewing Site
VA	GLENNS	JACK	GREGORY	RAPPAHANNOCK COMM COLL	(804) 758-6787	AUDITORIUM
VA	LYNCHBURG	JUDY	HARRIS	LYNCHBURG CITY SCHOOLS	(804) 522-3700	Administration Building
VA	RICHMOND	BILL	SLATER	VIRGINIA DEPT OF HEALTH	(804) 786-2611	SAME
VI	ST. THOMAS	FLEMON	LEWIS	OFFICE OF THE GOVERNOR	(340) 774-6400	SAME
WA	KENT	JIM	SHIMENSKY	KENT SCHOOL SECURITY	(253) 813-7256	BOARD ROOM KENT SCHOOL DISTRICT
WI	CLEVELAND	CHRIS	BRUNETTE	LAKESHORE TECH COLLEGE	(920) 458-4183	SAME
WI	GERMANTOWN	JEFF	SMITH	GERMANTOWN POLICE DEPT	(414) 253-7788	GHS
WI	MADISON	RICHARD	SEIBT	MADISON AREA TECH COLLEGE	(608) 246-6152	SAME
WI	PLATTEVILLE	COLLEEN	GARRITY	UW-PLATTEVILLE	(608) 342-1628	SAME
WI	WAUKESHA	JIM	BZDAWKA	WAUKESHA CO. SHERIFF'S DEPT.	(414) 548-7147	WAUKESHA COUNTY/ UNIVERSITY OF WISCONSIN
WI	WAUSAU	RENEE	CURTAM	NORTH CENTRAL TECH COLLEGE	(715) 675-3331	SAME

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

Afternoon Panel II

[NOTE: Because the videos will describe the programs, follow-up questions are more specific in nature.]

Mrs. Clinton-

As we've learned earlier today, successful efforts to address both school and youth violence will involve the community. So many programs across the country are working to keep our kids on track by doing just that. What these programs have in common is they address these issues at their root -- the family, peers, and environment in a young person's life. They often balance strong supports with strong messages of accountability and responsibility.

We know that communities at the local level are finding answers to the problem of juvenile violence and delinquency. I'm looking forward to hearing about effective efforts, so that we can all learn from their success.

[Attorney General Reno serves as moderator. Secretary Riley asks some follow up questions.]

Reno:
We have panelists with us today from several programs that represent the important areas in a child life and the balance of prevention and boundary setting. These are the initiatives that address the role of parents, peers and the community. We will also discuss community-wide strategies that involve all these prevention initiatives and balances them with tough accountability measures, so that children get the message that we care enough about them to invest in their future, but that they have the responsibility to stay on the right track.

And appropriately we'll start with families. They can either be a great source of strength or a great weakness in the life of a child. Children are less likely to be violent if their families have close and supportive relationships, avoid substance abuse, set boundaries, and help them achieve their goals.

Families and Schools Together (called FAST), is a program which empowers parents and increases their involvement in their children's schools. I am pleased to introduce Dr. Lynn McDonald founder of the FAST program. She has created, developed and supervised the national replication and dissemination efforts of this successful program since ~~1989~~ 1988. Hello, Dr. McDonald.

We also have with us today Irma Howard, a parent who participated in the FAST program. Her daughter and son participated in the FAST program with her. Thank you for joining us today Ms. Howard.

We have a short video segment on the FAST program.

Video clip of FAST

Mrs. Clinton-
Dr. McDonald, as we just saw in the clip, FAST recommends a number of ways that parents can build better relationships with their children. How does your program work to reduce delinquency in children as they grow older?

Dr. McDonald-
[Studies on stress, depression, and social isolation all suggest that having caring, natural supports of friends and community people can all help parents be successful. And we know that parents are often the most critical ingredient as to whether children are going to get on the right track or the wrong track. Efforts to strengthen the bonds between parents and children will ensure that children are more able to cope with other pressures. Parents often can determine whether children will have the strength they need to avoid negative influences -- such as drugs, gangs and violence.]

Riley-
How do you involve parents who are hard to reach and may not be interested in the program?

Dr. Mc Donald-
[Most critically, we need to show respect for parents.]

Mrs. Clinton (to Irma Howard)-
How has FAST benefited you and your children?

Ms. Howard-
[Talks about her family's involvement with FAST. Covers activities, what she enjoyed, how involvement with the program has impacted her and her family. Could give an example of change in her son.]

Mrs. Clinton-
Other parent training programs are helping other families as well. Yesterday, the Journal of the American Medical Association released extensive research showing that a parent training and home visitation program in Elmira, NY, has shown remarkable results. Using qualified nurses, the program offered intensive training, guidance and counseling to pregnant and new mothers.

Over the next fifteen years, the participating mothers showed 80% fewer instances of child abuse, 70% fewer arrests, and 30 fewer months of welfare use than mothers in the control group. Moreover, the 15-year-old children of the participating mothers had more than 50% fewer arrests than those born to mothers in the control group.

***Reno*:**
Our next program is a school-based program that gives kids the skills they need to make the right decisions. One of the largest violence prevention programs in the country is the Resolving Conflicts Creatively Program, or RCCP. Mariana Gaston is the Director of the RCCP and is responsible for implementing conflict resolution and peer mediation programs to hundreds of New York City Public School Children.

Ms. Gaston- (Express gratitude)

Reno:
We have another short video segment, this one describing RCCP. Let's see what this program is all about.

Video clip of RCCP

Mrs. Clinton-
Do your efforts promote disciplined, secure classrooms? How does that relate to children's ability to learn?

Ms. Gaston-
[By involving all the constituencies of the school community over time, we begin to see significant changes in the school community. We've found that when we promote discipline, children are better able to learn. They are less distracted and more ready to learn. The entire school benefits.]

Riley:
How does your program adapt to the needs of the schools -- from small rural school districts to diverse, multi-lingual schools in urban centers? And do you work with others in the community?

Ms. Gaston-
[Our program may be applied anywhere.... We work with parents, volunteers from the community and involve them in the life of the school. And we train students to teach other students conflict resolution skills.]

Reno:
We've talked about how to change the behavior of students and how to change the culture of a school.. Our next program involves the community, including the police. Commissioner Thomas Frazier from Baltimore is one of the creators of the Community Policing Concept and is now focusing on helping youth through the Police Athletic League, or "PAL." Thank you for joining us.

Commissioner Frazier -
(Express gratitude)

Reno:
We have a brief video segment on the PAL program. Let's take a look.

PAL Video Clip

Mrs. Clinton-
Commissioner Frazier, why are police officers interested in violence prevention? Is this a part of your community policy strategy?

Com. Frazier-
[Response about the cost-effectiveness of the approach, how participation in broader youth development pays off in the long run, how it builds better relationships between police officers and youth, how police involvement in the community allows them to see, hear, and know more about what is happening so they can respond more effectively.]

Riley-
What kind of partnerships are you building with other organizations? With the schools? With youth service organizations?

Com. Frazier-
[Would describe their partnerships with AmeriCorps, etc.]

Reno-
San Diego's approach to juvenile crime and delinquency involves all these initiatives into one comprehensive strategy to address that addresses the causes of these problems. They've done this by coordinating with the schools, cops, health and social service providers, faith community, business people, and community leaders to promote the healthy development of children while holding those juveniles that offend accountable. Today we have with us Sandra McBrayer, Executive Director of the San Diego Comprehensive Strategy...

Sandra McBrayer-

(Express gratitude)

Reno-
We have a brief video segment describing what's going on in San Diego.

San Diego Video Clip

Mrs. Clinton-
How do you engage different elements of the community to work together? How do you avoid turf battles?

Sandy McBrayer:
[We found people who all deal with children across these agencies - who were willing to put children's needs first. Though they all deal with elements of the family and children from their own perspective, they were willing to work across disciplines and turf to create a whole strategy that would invest in our children's future.]

Reno-
In the video, they mentioned Boston -- did you learn from Boston's example?

Sandy McBrayer-
[Describes the importance of quality replication.]

Reno-
The city of Boston has implemented a wide range of violence prevention programs with great success. Lt. Gary French, a commander in a special gang unit with the Boston Police Department, is with us today to talk about the Boston program. Welcome Lt. French. Lt. French.

Mrs. Clinton-
Could you tell us how you've matched prevention with strong messages of accountability?

Lt. French-
[To effectively control juvenile crime, decrease recidivism, and prevent delinquency, a community should have in place a juvenile justice system consisting of treatment interventions and sanctions that are swift, certain, consistent, and appropriate to the severity of the offense and offender history; and a range of prevention activity that strengthens families, communities, and social institutions and provides opportunities for the healthy development of young people.]

Riley:
What other community-based groups have you worked with? How have they helped?

Lt. French:
[Discusses partnerships with schools, and partnerships with religious organizations.]

Mrs. Clinton-
When programs like these are brought together in a single community violence reduction has the best chance of succeeding. Each program deals with a different part of the problem and the programs draw strength from one another -- we should and must programs such as after-school arts initaitves with truancy prevention as well as tough accountability measures.
To significantly reduce this country's levels of youth violence and victimization -- we must take these effective practices to scale. This requires a federal commitment to supporting communities that wish to adopt these successful projects to ensure that they achieve the same beneficial results as the original program demonstrations; and it requires commitment and resources at the local levels to fund the operation of these programs. The President's Safe Schools -- Safe Communities Initiative, that he announced today, will also help promote the coordination that we have learned is so critical to success.

We're going to take some questions from the audience now here in the East Room of the White House. Do we have any questions from the audience?

Two questions from the satellite sites (over 650 sites).

Questions from live audience (preselected).

Concluding remarks by Mrs. Clinton

Tom Joynt

P6/(b)(6)

EDUCATION

Large District Superintendent's Academy	A.C.S.A	*June 1997*
Preliminary Administrative Service Credential I & II	Saint Mary's College	*1990 and 1995*
Master of Arts in Educational Administration	Saint Mary's College	*December 1990*
Standard Elementary Teaching Credential	Sonoma State University	*Winter 1972*
Bachelor of Arts in Psychology	Sonoma State University	*Spring 1971*

EXPERIENCE

Director of Alternative & Adult Education/Child Welfare & Attendance — *July 1995 to present*
Petaluma City Schools

Principal at San Antonio High School — *July 1992 to July 1995*
Director of Alternative Education and K-12 Independent Study Program
Petaluma City Schools

Principal at Miwok Elementary School — *July 1991 to July 1992*
Assistant Principal at Miwok, Bernard Eldredge and La Tercera Elementary — *July 1990 to July 1991*
Old Adobe Union School District

Teacher at Elementary and Secondary sites — *1973-June 1990*
Petaluma City Schools, Oak Grove, Sebastopol

SUMMARY OF SKILLS AND QUALIFICATIONS

- A proven innovator ready to lead a learning community to academic and vocational prominence.
- Experienced leadership in the areas of student safety, law enforcement partnership
- An ability to gather, engage and deploy the energies and resources of individuals, organizations and diverse communities.
- Administrative leadership and classroom experience at elementary, secondary and district-wide levels with understanding of the distinct needs of students, parents and staff at each level.
- Extensive community involvement and familiarity with North Bay resources.
- Demonstrated commitment to promoting collaborative problem-solving and shared decision making.
- Effective oral and written communicator with the skills to inspire and promote others to achieve.
- Compassion and concern for the varied and complex needs of children and their families.

RECOGNITION

Saint Mary's College "Alumni of The Year Award" 1997
California Schoolmasters' Club "Schoolmaster of The Year" Sonoma County, 1997
Sonoma County School Administrators' Association "Administrator of the Year: Pupil Personnel", 1996
Sonoma County School Trustees "Administrator of the Year", 1996
Saint Mary's College "Outstanding Student Award", 1991
Alice Brown History Award 1982

Petaluma Schools

PETALUMA CITY (ELEMENTARY) SCHOOL DISTRICT
PETALUMA HIGH SCHOOL DISTRICT

11 FIFTH STREET, PETALUMA, CALIFORNIA 94952-3098

CARL WONG, Ed.D., SUPERINTENDENT

SUPERINTENDENT'S OFFICE
(707) 778-4603

INSTRUCTIONAL SERVICES
(707) 778-4615

BUSINESS SERVICES
(707) 778-4621

HUMAN SERVICES
(707) 778-4610

August 13, 1998

Tonya Martin
Domestic Policy Council
White House
Washington, DC

Dear Ms Martin,

I am writing at the suggestion of Congresswoman Lynn Woolsey regarding the October 15 summit on school safety. I am eager to participate and would bring the perspective gained from 25 years in public education in California. For the past 4 years I have served as the district's child welfare and attendance officer.

My work entails collaboration with local law enforcement agencies, mental health directors, drug abuse counselors and conflict managers in a community of 50,000 people. We are particularly proud of our efforts to engage local law enforcement in efficient and effective ways.

If my experiences and thoughts would be useful in this setting, I would be most willing to participate. I am including my resume, which reflects a wide range of experiences and assignments.

Sincerely,

Tom Joynt, Director
Child Attendance and Welfare

LYNN WOOLSEY
6TH DISTRICT, CALIFORNIA

COMMITTEES:
BUDGET
EDUCATION AND THE WORKFORCE

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E-MAIL ADDRESS:
lynn.woolsey@mail.house.gov

WEB PAGE ADDRESS:
http://www.house.gov/woolsey/

August 26, 1998

Originals to Marsha Scott

Tonya Martin
Domestic Policy Council
White House
Washington, D.C. 20500

Dear Ms. Martin:

It is with great pleasure that I write this letter on behalf of Tom Joynt for the Summit on School Safety. I first met Tom when I served on the Petaluma City Council and have witnessed firsthand what an asset Tom is to our district.

Tom has been a true leader for education in our community for over thirty years. He has been involved with countless organizations and spends hours of his personal time working to improve the lives of students in Petaluma. From serving as the Director of Alternative and Adult Education/Child Welfare and Attendance to Principal of San Antonio High School, an alternative high school in Petaluma, Tom has touched the lives of so many students struggling to receive their high school diploma.

His work in alternative education carries outside the classroom and into the homes of his students. Tom has worked to establish a multi-agency team to address the needs of families dealing with crisis situations, as well as creating and serving on a student attendance review board that involves various local agencies, including Child Protective Services, probation officers and guidance counselors.

I can think of no one more perfect than Tom Joynt to participate in the White House Summit on School Safety. Tom is a true leader with whom I look forward to working for years to come. His dedication and enthusiasm for all students is admirable. I am confident that Tom would be a wonderful asset to this event.

Sincerely,

Lynn Woolsey

Lynn Woosley
Member of Congress

LW:lg

TM - The legacy of the WH Conference lives on...

Learn

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EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

STATEMENT OF ADMINISTRATION POLICY

TO: RAHM EMANUEL
LARRY STEIN
TRACY THORNTON
CHUCK BRAIN
JOHN PODESTA
SYLVIA MATHEWS
GENE SPERLING
BOB SHIREMAN
BRUCE REED
MIKE COHEN 2-18R
RON KLAIN
BRODERICK JOHNSON
ED CORREIA
JASON GOLDBERG

CC: DEPUTY DIRECTOR LEW
CHARLES KIEFFER

DATE: April 27, 1998
FROM: Kate Donovan, OMB Legislative Affairs
RE: FOR YOUR CLEARANCE --
Education/Justice Letter on HR 3330 - Anti-Discrimination in College Admissions Act of 1998

Attached is a draft Education/Justice letter on H.R. 3330 - Anti-Discrimination in College Admissions Act of 1998. H.R. 3330 may be added by Rep. Riggs to H.R. 6, the Higher Education Act Reauthorization, during House consideration of H.R. 6.

Position: **Secretary of Education and Attorney General would recommend Presidential veto of H.R. 6 if it is amended to contain the text of H.R. 3330.**

Timing: House Rules Committee action is scheduled for H.R. 6 tomorrow, Tuesday (4/28), with House floor consideration expected Wednesday, 4/29. White House Counsel wants to send the letter as early as possible tomorrow (Tuesday, 4/28).

Please contact Kate Donovan at 5-9136 with your comments as soon as possible.

Draft: 4/27/98

Dear Member of Congress:

We are writing to express our strongest possible opposition to H.R. 3330, the "Anti-Discrimination in College Admissions Act of 1998," which we understand may be offered as an amendment during House consideration of H.R. 6, the "Higher Education Amendments of 1998." If H.R. 6 were to pass the Congress containing H.R. 3330, we would urge the President to veto the bill.

Eradicating discrimination in colleges and universities is a national imperative. Current laws and court decisions already prohibit discrimination based on race, sex, and national origin. H.R. 3330 would deny vitally important funding to schools that engage in activity that is lawful under the Constitution and Title VI and would, in fact, inhibit our efforts to eliminate discrimination. Moreover, it would fundamentally alter our current understanding about the federal role in education.

H.R. 3330 would, while permitting certain "outreach" activities, prohibit colleges and universities that take race, sex, color, ethnicity, or national origin into account "in connection with admission[s]" from participating in, or receiving funds under, any programs authorized by the Higher Education Act of 1965 (HEA). Consequently, the bill would bar institutions that do consider one or more of these factors from participating in any HEA program, including critical student financial aid programs. Many of America's educational institutions seek to remedy discrimination or achieve the educational benefits of a diverse student body by taking such factors into consideration in admissions in a narrowly tailored manner, in accordance with the requirements of current law. This legislation would force these institutions to choose between either abandoning these important policies or their participation in those Federal programs.

The Supreme Court has held, in the Regents of the University of California v. Bakke decision, that in certain instances a college or university may consider race in its admissions process. For example, consideration of an applicant's race or gender to remedy an institutional history of discrimination based on those factors has been upheld by the courts in a number of decisions. Yet H.R. 3330 would prohibit many colleges and universities -- even some with a long history of discrimination -- from taking the race or gender of their applicants into account if they desire to continue participation in HEA programs. Thus, the bill would be enormously burdensome to institutions struggling to eliminate the vestiges of discrimination and would greatly

impede Federal enforcement of non-discrimination requirements.

Colleges and universities may also consider race as one factor among others in making admissions decisions to create campuses that promote their respective educational missions through the admission of a diverse student population. This is the lesson of Justice Powell's landmark opinion in Bakke, which has been followed by colleges and universities for two decades. Justice Powell's opinion in Bakke expressly prohibits quotas. But it preserves institutional freedom by allowing colleges and universities to address past discrimination or achieve diversity by taking race into account, along with other factors such as geography, cultural background, family income, athletic ability, and relationship to alumni. Moreover, since Bakke, courts have clearly held that any use of race in student admissions must be narrowly tailored to serve these interests. In particular, institutions must minimize any burden on other applicants.

The impact of H.R. 3330 on postsecondary admissions at both public and private institutions would be dramatic and damaging. First, H.R. 3330 would deter institutions from considering race, even for the limited purposes of remedying past discrimination. Also, H.R. 3330 is far more sweeping than California's Proposition 209, on which it is apparently based, in this important respect: Unlike Proposition 209, H.R. 3330 aims to eliminate affirmative action in private, as well as public, colleges and universities. Second, the bill appears to require private women's colleges to admit men and to force religious educational institutions to admit students of both genders despite their teachings to the contrary -- unless, of course, those institutions forgo participation in HEA programs.

College admissions decisions are commonly based on a complex set of factors that measure the applicant's potential not only for academic achievement, but for making a positive contribution to the institution, as well. The choices of which factors to use, and which applicants to admit, are not only critically important to an institution's identity and mission, they are important components of academic freedom. For the Federal government to tell public and private colleges and universities what type of student body they may, and may not, admit - when those institutions are already acting consistent with the Constitution and their statutory obligations - would unduly curtail academic freedom and would fundamentally alter our historical understandings about the limited Federal role in education.

We want to be clear: this Administration does not tolerate discrimination in our institutions of higher education. The Constitution, Title VI, Title IX and other federal laws currently reflect our national resolve that discrimination has no place in our institutions of higher learning. H.R. 3330, however, addresses no real problems of educational quality, opportunity, or discrimination. To the contrary, it would undermine effective enforcement of constitutional requirements to eliminate the vestiges of discrimination in postsecondary education, curtail

academic freedom, and inappropriately enlarge the Federal role in postsecondary education. We therefore urge Congress not to include H.R. 3330 as part of H.R. 6. If H.R. 6 were to pass the Congress containing H.R. 3330, we would recommend that the President veto it.

Sincerely,

Richard W. Riley
Secretary of Education

Janet Reno
Attorney General

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

STATEMENT OF ADMINISTRATION POLICY

TO: RAHM EMANUEL
LARRY STEIN
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JOHN PODESTA
SYLVIA MATHEWS
GENE SPERLING
BOB SHIREMAN
BRUCE REED
MIKE COHEN 2188
RON KLAIN
BRODERICK JOHNSON
ED CORREIA
JASON GOLDBERG

CC: DEPUTY DIRECTOR LEW
CHARLES KIEFFER

DATE: April 27, 1998
FROM: Kate Donovan, OMB Legislative Affairs
RE: FOR YOUR CLEARANCE --
Draft SAP on H.R. 6 - Higher Education Amendments of 1998

Attached is a draft SAP on H.R. 6 - Higher Education Amendments of 1998.

Position: Senior Advisers veto threat.

Timing: House Rules Committee action is scheduled for H.R. 6 tomorrow, Tuesday (4/28), with House floor consideration expected Wednesday, 4/29. Aiming to send the SAP tomorrow morning.

Please contact Kate Donovan at 5-9136 with your comments/clearance by 10am Tuesday (4/28).

DRAFT -- NOT FOR RELEASE

April 28, 1998
(House Rules)

H.R. 6 -Higher Education Amendments of 1998
(Rep. McKeon (R) CA and 3 others)

The Administration is strongly committed to working with Congress to reauthorize the Higher Education Act (HEA) this year and is encouraged that H. R. 6, as reported by the House Committee on Education and the Workforce, reflects many of the Administration's proposals, particularly the authorization for the High Hopes for College initiative. The President's senior advisers, however, would recommend that the President veto H.R. 6 if it is presented to him with the following features:

- A repeal of the funding authority for the National Board for Professional Teaching Standards.

- A change to the student loan interest-rate structure that provides excessive profits to lenders and requires unnecessary new spending. The interest rate structure should move toward a market-based mechanism for determining lender yields.

- Provisions governing administrative funding that significantly increase payments to guaranty agencies and thus fail to provide sufficient funding to the Department of Education to manage effectively all student assistance programs.

- An amendment that incorporates the text of H.R. 3330, the so-called Anti-Discrimination in College Admissions Act of 1998.

National Board for Professional Teaching Standards. The National Board recognizes and rewards excellent teachers who thereby become an observable standard of excellence to which other teachers can aspire. Upgrading the teaching corps and raising teaching standards in this way is a key element necessary for long-term improvement in student achievement.

Student Loan Interest Rates. The Administration cannot accept the bill's provisions that would provide lenders with excessive profits and require taxpayers to finance those profits through an additional $2.7 billion subsidy to lenders over five years. Most of the additional $2.7 billion of spending is not offset in the bill and therefore would trigger a possible sequester, on several entitlement programs specified in law. Statutorily set lender subsidies are not necessary to ensure access to Federal Family Education Loans (FFEL), and they ignore promising market-based mechanisms for addressing concerns expressed by the lender community. A policy that moves toward market-based mechanisms should be part of the interest rate structure.

A budget sequester would raise student loan origination fees -- which are already too high -- and reduce Federal mandatory spending across-the-board. Vital programs such as vocational rehabilitation, foster care and adoption assistance, and Medicare should not have to bear the cost of lender subsidies.

H.R. 3330. The Administration strongly opposes H.R. 3330, which may be offered as an amendment during House consideration of H.R. 6. The Administration strongly supports properly constructed affirmative action to achieve the compelling interest of eradicating the effects of discrimination or promoting the educational benefits of diversity. For Congress to deny Federal funds to institutions that promote such efforts would unduly constrain their ability to meet their constitutional obligations and would be an unwarranted Federal intrusion into the freedom of public and private institutions to establish their own admissions policies.

Section 458 Funding Reductions. The Administration strongly opposes provisions in H.R. 6 that would reduce administrative funds available to the Department of Education under section 458 of the HEA by more than $220 million during fiscal years 1999 to 2003, while increasing administrative payments to guaranty agencies by roughly $350 million during that period. These provisions directly threaten the Department's ability to manage the over $50 billion annual Federal investment in student financial aid by taking away the funds necessary to carry out vital activities, such as student aid application processing, student loan default collection, and urgently needed modernization of student aid delivery systems.

In addition, there are other significant provisions in H.R. 6 that the Administration will seek to improve during further congressional consideration. Among these issues are the following.

- H.R. 6 fails to make adequate performance-based reforms to encourage and reward efficient service delivery by guaranty agencies, and it would include new and excessive sources of revenue for guaranty agencies. The Administration is also very concerned that the Department of Education's authority to advance funds to guaranty agencies for lender-of-last-resort loans would be eliminated. This would impair the Department's ability to work with guaranty agencies to ensure students' access to guaranteed loans under a program that is efficient and cost-effective for the FFEL program and the taxpayer. The Administration hopes to work with the Congress to fashion an acceptable compromise that provides much-needed guaranty agency reform.

- The Administration is also very disappointed that H.R. 6 does not lower origination fees for students. The Administration proposed to lower the fees by one percentage point for all borrowers and to phase them out entirely for borrowers of subsidized loans, and offered the necessary offsets to finance these fee reductions.

- The bill does not include changes necessary to implement the President's proposal to allow individuals with unsubsidized student loans to serve their communities for up to three years without accruing interest on these loans. Under current law, individuals with

subsidized loans do not accrue interest while receiving a deferment and performing community service, but those with unsubsidized loans continue to accrue interest. This proposal is part of the President's call to action to encourage all Americans to serve their communities.

- H.R. 6 also fails to exclude from taxation any loan balances that are forgiven after the maximum number of years of income-contingent repayment. Income-based repayment ensures that borrowers who remain low-income relative to their debt do not have to carry that burden for more than 25 years. Saddling them with an additional tax liability is neither appropriate nor was it ever intended.

- The Administration appreciates the bill's strong support for postsecondary education programs, but notes that certain proposed authorization levels are not realistic in the current budget environment.

- The Administration shares the goal of adopting a performance-based organization (PBO) for the administration of the student aid programs, but is concerned that H.R. 6 fails to incorporate fundamental components of the Administration's model legislation for PBOs. That model was carefully crafted to provide more personnel management and procurement flexibility than H.R. 6 provides, while ensuring accountability for the exercise of that flexibility.

- The Administration opposes Title X of H.R. 6 as currently drafted. These changes to the Age Discrimination in Employment Act go too far in allowing arbitrary, differential treatment on the basis of age. In addition to serious technical problems with the provisions, the section of the bill that offers a one-time option to participate in new plans should be expanded to ensure that all current faculty have the opportunity to participate on an equitable basis.

The Administration looks forward to working with Congress to resolve these and other issues, such as those articulated in more detailed letters from concerned departments as Congress works to reauthorize the Higher Education Act.

Pay-As-You-Go Scoring

H.R. 6 would increase direct spending; therefore, is subject to the pay-as-you-go requirements of the Omnibus Budget Reconciliation Act of 1990. The bill does not contain provisions to

offset this increase in outlays. Therefore, if the bill were enacted, its deficit effects could contribute to a sequester of mandatory programs. OMB's preliminary scoring of this bill is that it would increase outlays by $2,061 million during FYs 1998-2003:

Fiscal Years
(In millions of dollars)

	1998	1999	2000	2001	2002	2003	1998-2003
Outlays	-$281	$308	$460	$479	$520	$575	$2,061

* * * * * * * * * *

(Do Not Distribute Outside Executive Office of the President)

This draft position was developed by LRD (Connie Bowers) in consultation with HR (Stack/ Rosado/Noe/Mustain/Upshaw/White) and the Department of Education (Templeman/Kristy). The Departments of Commerce (Clark), Justice (Jones), Labor (Morin), Interior (Carnevale), VA (Gallin), and the Treasury (Dorsey), the Corporation for National and Community Service (Sofer), Equal Employment Opportunity Commission (White), General Services Administration (Ratchford), Office of Government Ethics (Ley), Peace Corps (Carney), Social Security Administration (Warner), NEC (Shireman), DPC (Fortuna), WHC (Correa), VA/PERS (Kogut), OIRA (Chenok), DDM (Breul), BRCD (Brown), and BASD (Sullivan) agree with or do not object to this position.

OMB/LA clearance: _____

BACKGROUND

The Administration's Proposals

HEA Reauthorization Amendments. The appropriations authorizations for programs under the Higher Education Act (HEA) will expire at the end of fiscal year 1998. Legislative language to reauthorize the HEA has been provided by the Department of Education (ED) to congressional staff in various pieces between September 1997 and February 1998. The Administration's reauthorization proposal is based on the following principles: (1) making college more affordable; (2) simplifying the student aid process; (3) ensuring students receive a high quality education and taxpayer dollars are well spent; (4) encouraging Americans to work and save for college; (5) helping more low-income Americans prepare for and go to college; (6) helping working Americans improve their wages and their lives through further education; and (7) recruiting qualified teachers to high-need communities with a teacher shortage.

New Budget Initiatives. Among the specific HEA amendments proposed by the Administration to carry out these principles are several new initiatives included in the President's fiscal year 1999 Budget. These include: (1) High Hopes for College, which would establish partnerships to provide high-poverty, middle-school students with information, tutoring, mentoring, and rigorous course work to prepare for college; (2) Learning Anytime, Anywhere Partnership program, to encourage institutions to use innovative technology to promote lifelong learning; (3) College Awareness Information Program, to provide information on preparation for college and financial aid programs to young students and their families and to out-of-school youth and adult learners; (4) Access and Retention Innovations, which would authorize experimental studies to explore effective and efficient ways to package financial aid for low-income students; and (5) Teacher Recruitment and Preparation initiatives, which would fund scholarships to students who will teach in high-poverty areas and fund other programs to improve teacher quality.

Student Loan Interest Rate Structure Change. On March 2, 1998, as part of the HEA reauthorization, ED provided to Congress legislative language to adjust student loan interest rates. That proposal, announced by Vice President Gore on February 25, 1998, would address concerns articulated by banks that the interest rate structure scheduled to go into effect on July 1, 1998, would lower their profits and result in many banks withdrawing from student lending. The Administration's proposal would maintain lower student loan interest rates for students, but would eliminate unnecessary costs to lenders by changing the benchmark for setting the interest rate to an instrument that more closely tracks lenders' own financing practices.

Additional Administration Comments on H.R. 6

At the present time, a letter is being prepared by ED for Secretary Riley to send to members of the House objecting to the provisions as described in this Statement of Administration Policy, and expressing numerous other concerns about the bill. He states that he would recommend that the President veto H.R. 6 if it is enacted with the provisions on the student loan interest rate, Section 458 administrative funds, National Board of Professional Teaching Standards, and provisions of H.R. 3330. Also, at the present time, a letter is being prepared for Secretary Riley and Secretary Reno to send to House members objecting to the text of H.R. 3330, which is expected to be added as a Floor amendment to H.R. 6. That letter states that the Secretaries would recommend that the President veto H.R. 6 if it is enacted with the text of H.R. 3330.

SUMMARY OF H.R. 6

H.R. 6 was reported on April 17, 1998. It would reauthorize and amend in various respects student financial assistance and other higher education programs. It was amended in Committee to incorporate the text of other pending legislation, such as Age Discrimination in Employment Act Amendments (to permit certain faculty retirement plans to allow for differential treatment based on age). Other amendments are expected to be offered during House consideration of H.R. 6. Among the most objectionable are a possible amendment to include the text of H.R. 3330 (concerning discrimination in admissions). Major provisions of H.R. 6 include the following.

Teacher Education/National Board for Professional Teaching Standards. In addition to the very objectionable provision that would eliminate funding for the National Board for Professional Teaching Standards, H.R. 6 would substitute the Administration's teacher recruitment and preparation proposals with a competitive block grant to Governors for teacher certification reforms and other activities to improve teacher quality. The Administration proposed a new recruitment program, and a "Lighthouse Partnerships" program providing direct grants to colleges for the development and dissemination of exemplary teacher preparation programs.

Student Loan Interest Rates and Fees. H.R. 6 would set the rate students pay on loans equal to the 91-day T-bill plus 1.7 percent while a student is in school, and to the 91-day T-bill plus 2.3 percent while a student is in repayment. Lenders would receive an additional 50 basis point subsidy during the in-school and repayment periods. The Administration proposed setting the student and lender rate at the same level that H.R. 6 would establish for students. The Administration proposal was based on an analysis by the Treasury Department that showed that lender profitability would be adequate to ensure continued availability of guaranteed student loans at a lower cost to the taxpayer. Since the Administration offered its proposal in February, it has signaled its strong interest in working with the Congress to put in place a compromise that would preserve the lower student rates in both the congressional and Administration proposals, but move toward a market-based mechanism for determining lender subsidies. H.R. 6, unlike the Administration's proposal, would provide a $2.7 billion subsidy to lenders. H.R. 6 does not include the Administration's proposal to lower origination fees for students to lower their costs of borrowing.

H.R. 3330 -- Anti-Discrimination in College Admissions Act of 1998. This bill, sponsored by Rep. Riggs, is expected to be offered as a floor amendment to H.R. 6. It would cut off Federal funds under, or otherwise prohibit participation in, any HEA program for any (public or private) postsecondary institution that takes race, sex, color, ethnicity, or national origin into account in connection with admissions.

Administrative Funding Reduction. The bill would increase administrative payments from section 458 to guaranty agencies in the FFEL Program, taking away funds necessary for ED's administration of student financial aid loan and grant programs. Such increased payments to

guaranty agencies would require ED to reduce its other administrative payments for student aid application processing, loan default collections, and student aid systems modernization. The additional payments to guaranty agencies are unwarranted, since guaranty agencies already receive adequate funding to carry out their operations.

Student Aid Program Management. H.R. 6 would create a Performance-Based Organization (PBO) within ED to run student financial aid systems more like a business. While the Administration also proposed a PBO to administer student aid programs, H.R. 6 fails to include the Administration's proposals for personnel and procurement flexibility, and fails to clarify sufficiently the scope of the PBO's authority. H.R. 6 would also implement recommendations of the Commission on the Cost of Higher Education, which Congress created last year to study the rising cost of higher education. However, it would eliminate current regulatory programs, such as the Experimental Sites and Quality Assurance programs, that provide administrative flexibility.

Student Assistance. H.R. 6 contains a number of provisions proposed by the Administration, and others that are objectionable. These include the following:

- Pell Grants. H.R. 6 fails to include the Administration's proposals to set new limits on the period during which a student may receive Federal Pell Grants, and to make the Pell Grant Program eligibility of a stand-alone English as a Second Language course contingent on a minimum percentage of the course's graduates passing a standardized test. These provisions would reduce the potential for program abuses. H.R. 6 would terminate Pell Grant program eligibility for institutions with high student default rates.

- New Initiatives. The bill contains an authorization for the Administration's High Hopes initiative. It fails, however, to include the College Awareness Information initiative, which would use the media to improve preparation among secondary school students for college; the Learning Anytime, Anywhere initiative, which would improve technology-based postsecondary learning; and the Access and Retention Innovations initiative, which would support large-scale student financial assistance research packages.

- Federal Family Education Loan (FFEL) Program. In addition to the administrative funding reduction described above, H.R. 6 would change the compensation of guaranty agencies by creating an incentive structure providing excessive payments to guaranty agencies and rewarding inefficiency. The bill would, however, authorize the Secretary of ED to enter into voluntary flexible agreements with up to six guaranty agencies that would allow him to waive or modify related statutory requirements. Other provisions are objectionable because they fail to include Administration proposals that would: (1) require the Secretary to pay the interest that accrues on an unsubsidized FFEL or Direct Loan while the borrower is receiving an economic hardship deferment on the loan and performing community service; (2) change FFEL consolidation loan terms to match those of Direct Loans; and (3) eliminate the current law "anti-injunction" provision that

provides that injunctions cannot be issued against the Secretary that would interfere with the discharge of his responsibilities under the loan programs. In addition, loan forgiveness provisions in H.R. 6 are unworkable and an ineffective way to encourage additional individuals to pursue teaching careers.

PAY-AS-YOU-GO SCORING

According to HRD (Stack) and BASD (Sullivan), H.R. 6 is subject to the pay-as-you-go (PAYGO) provisions of the Omnibus Budget Reconciliation Act of 1990. H.R. 6 would decrease direct spending by $281 million in FY 1998 and result in a net increase in direct spending of $2.061 billion during FYs 1998-2003.

LEGISLATIVE REFERENCE DIVISION DRAFT
April 27, 1998 - 4:45 p.m.

Wed 3:00pm draft.

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

October 15, 1998

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)

Lunch - White House State Dinning Room

First Lady Hillary Rodham Clinton
Robert Chase, President of the National Education Association
Sandra Feldman, President of the American Federation of Teachers

12:35 - Blue room

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
U.S. Representative Bobby Etheridge (D-NC)

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.)

Dmgb

fax 202 260-9923

DEPARTMENT OF HEALTH AND HUMAN SERVICES

ASSISTANT SECRETARY FOR PLANNING AND EVALUATION

FAX: (202) 690-5514

DATE:

From: Sonia Chessen

To: Tanya Martin

Division: ASPE

Agency: DPC

Phone Number: 202 690-8471

Phone Number: 456-5228

Fax Number: 202 690-5514

Fax Number: 456-7028

Number of Pages Including Cover: 7

REMARKS: Tanya,

I realize this is late, but it is as fast as I could get departmental clearance. These are comments from SAMHSA and CDC. Whatever you can incorporate would be great.

Thanks,

Sonia

Martin, Laura Yerdon

From: Blakeney, Thomas E.
To: Parrish, Jacquelyn; Martin, Laura Yerdon; Hammond, Rodney
Subject: FW: New fax and DASH comments
Date: Tuesday, October 13, 1998 2:05PM

FYI

From: Cohen, Lisa
To: Blakeney, Thomas E.
Cc: 'Moore, Julia R.'; 'Kolbe, Lloyd J.'; Roca, Angel
Subject: New fax and DASH comments
Date: Tuesday, October 13, 1998 1:11PM

Tom - did you see the fax Sonia Chessen sent to Rodney H and Lloyd K Friday evening? The proposals for both the "Safe, Disciplined, and Drug-free environments for learning" and the "crisis response team" have both been refined. The School Crisis Response Team proposal looks alot better. Its clearer in what they propose to do and also makes clear that the plan will be refined through consultation with officials and experts before being presented to Congress.

The concerns that I noted on the phone earlier do still apply, however.

(1) We are concerned that this plan may give the impression that the federal government will send "crisis response experts" to all communities where a school-related violent death occurs. There are a few issues imbedded here. First, the Team clearly will not be able to respond to every event -- there are approximately 50 per year. Second, this plan gives the impression that a team of crisis responders from the federal government will parachute in and take care of crisis management for local communities. This crisis response effort should be initiated by a request from the local community for government assistance. The primary focus should be on building local, and especially, state capacity to deal with crises and on developing, implementing and practicing crisis management plans at the local level. Federal intervention should really be a last resort for only the most extreme cases. Relatedly, it is not clear in this document who will make up the "crisis response experts trained by ED, FEMA, HHS and Justice to help local officials identify community needs and locate financial and human resources necessary to respond to them"? Are these the state-to-state responders or federal government employees? Some $ for each.

(2) This new version starts out by saying that the President will announce a "$XX million" plan to create a federal School Crisis Response Team. It is not clear where this funding will come from or how the partnering agencies will make use of it.

(3) CDC could play an important role in both prevention and in understanding crises that have occurred by making a commitment to conduct x number of epi-aid's of violent deaths at school. This is a traditional CDC role well understood by our partnering agencies and easily incorporated into this plan. Additionally, CDC, through our grantees, for example, Sue Mallonee in Oklahoma City, can provide tremendous expertise on community response to crisis. DASH also has constituents who have been involved in crisis response related to "intentional" HIV infections and school violence. In addition, CDC has the most history and ability to support research and evaluation (one of the key components of this plan) on effective ways to prevent school-related homicides and other disasters. Similarly, DASHs history of building capacity at the state and local levels on school health issues, and NCIPCs history of doing the same for community-based injury and violence prevention provide very strong models that should be used as the basis for the "encourage state and local prevention efforts" segment of the plan.

I'm checking on who to speak with at EPO about the Epi-Aid component. Please incorporate our comments into what you've written and I'll find out about EPO. It would be good if we could fill in EPO together.

Lisa
****

Lisa R. Cohen, DrPH
Division of Adolescent and School Health
Centers for Disease Control and Prevention
4770 Buford Hwy NE, Mailstop K-33
Atlanta, GA 30341-3717

SAFE, DISCIPLINED, AND DRUG-FREE ENVIRONMENTS FOR LEARNING

School districts and communities need to be linked with others that have had success in implementing such strategies

Purpose

The purpose of the *Safe, Disciplined, and Drug-Free Environments for Learning Program* is to assist school districts and communities in the implementation of comprehensive community-wide strategies for creating safer environments for learning. This Program would enable eligible applicants to utilize a "one stop shopping" approach to ensure that all elements of a comprehensive Safe School Plan/Strategy are in place and operating effectively. Because violence that plays out in schools is an extension of violence in the broader community, this program also addresses broader-based violence prevention efforts and includes suicide as well as interpersonal violence.

Elements of a Comprehensive Safe School Strategy

In order to be considered comprehensive, all plans submitted for funding must contain the following elements:

- Secure Schools and Pathways
- Assessment and Appropriate Interventions for Troubled Youth
- Prevention
- Programs for Youth during After-School Hours
- Evaluation

Federal Participation

The Departments of Education, Justice, Health and Human Services and Agriculture will support this program.

Eligible Participants

School districts and municipalities may be considered for participation. In order to be considered eligible, applicants must demonstrate a partnership between the school district, municipality and local law enforcement agency. Applications should reflect that the following entities have participated in the design and development of the School's/District's Plan for Creating Safe, Disciplined, and Drug-Free Environments: School Board, School Superintendent, Chief Municipal Executive, Police Chief or Chief Law Enforcement Official, probation officials, Family or Juvenile Court Representatives, victim assistance advocates, local public ~~mental health~~ and organization, parents, representatives of local youth serving organizations, clergy, local business councils/chamber of commerce officials, and local/county social services officials (including those officials responsible for child abuse cases). Sexual assault and domestic violence. Where resources are available, participants should include ~~[illegible]~~ public health professional training programs in public health, medicine, psychology and social work.

MEMORANDUM

October 14, 1998

TO: Campbell Gardett, HHS Press Office

FROM: Mark Weber

RE: Suggested edits to page two of Safe, Disciplined, and Drug-Free Environments for Learning.

Karol Kumpfer, Director of SAMHSA's Center for Substance Abuse Prevention, suggests the following edits/adds to page 2 of attachment #1, Safe, Disciplined, And Drug-Free Environments For Learners, of the 10/9/98 memo, White House Conference on School Safety—Potential Announcements.

1. Element 3, "Prevention":

    1. Social Skills building curricula, including but not limited to anger management, conflict resolution and peer mediation.

    2. Student Assistant Programs, including support for children of alcoholics and drug abusers or criminally involved parents.

    3. Peer Leaders Youth Empowerment Program, including community service projects.

    4. Parent and Peer Support Groups in schools with "no use" contracts and "safe times" contracts or family skills training.

2. Element 4, "Programs for Youth After School Hours"

    1. Recreation, Tutoring and Mentoring Programs that extend the school day and/or . . .

###

SAFE, DISCIPLINED, AND DRUG-FREE ENVIRONMENTS FOR LEARNING

This program will fund comprehensive approaches to provide safe environments for youth. A comprehensive approach to school safety includes the following elements:

Secure Schools and Pathways

Security measures on premises if deemed appropriate, including metal detectors and other security hardware;
Decreased access among youth to firearms.
Police patrol of schools and pathways to schools as determined to be necessary, through formal written agreements with the relevant law enforcement agency (either community law enforcement or school police, provided school police have law enforcement powers) describing the appropriate roles and responsibilities of schools and law enforcement.;

Attention to physical plant issues, such as adequate lighting, etc.;

Tiplines or hotlines for students to report incidents confidentially.

Assessment and Appropriate Interventions for Troubled Youth

School-based mental health counseling and linkages through formal agreement with ~~community~~ mental health and counseling programs in the community;
Psychological assessments and referrals for students who bring firearms to school;
Focus on substance abuse — be suicidal, violent or who
Referrals to parenting programs as appropriate;

Alternative schools for students who have been expelled or are otherwise unable to succeed in a regular classroom;
Programs to reduce dropout rates and bring back those who have dropped out.
Training for teachers and administrative staff.

Prevention

Mentoring for students;
Decrease access and weapon carrying among youth.
Social Skills building curricula, including but not limited to anger management, conflict resolution and peer mediation.
Parenting Skills Home-visiting nurses
Research - Early identification and help for high-risk children and youth

Programs for ~~Youth~~ After School Hours

Programs that extend the school day and/or

Linkages with community groups that offer after-school programming.

Evaluation
YRBS Youth Risk Behavior Survey surveillance to target intervention and see what we have accomplished after the intervention
- fighting, weapon-carrying, injuries,

Draft 1
10/5

School Crisis Response Team

President Clinton will announce a $XX million plan to create a federal School Crisis Response Team, 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. In addition to the devastating impact on victims and their families, these events caused considerable emotional and psychological trauma throughout the school community, disrupted teaching and learning, and forced the affected communities to divert scarce resources to urgent but unplanned activities such as increased security and ongoing counseling. Based on the experiences of these communities last year--and with input from local officials and educators in these communities-- the plan will enable the federal government to assist local communities in much the same way FEMA assists in response to natural disasters. The plan will be refined through further consultation with local and state officials, and will be presented to Congress when it returns next year.

that provides C.D. health emergencies or that

In addition, we will assist in laying the groundwork to prevent future outbreak of violence.

"The Clinton Administration is working to help communities make all schools more safe, disciplined and drug free, and to develop and implement plans to prevent school violence, intervene and get help for troubled children, and respond to school violence when it is imminent or has occurred. Shootings in schools fortunately are rare, and can be reduced even further as communities and schools redouble their efforts to prevent them. However, even with careful planning and prevention efforts, tragic shootings or other school-related violent deaths may still occur.

Establishing a School Crisis Response Team: Helping Communities Respond to School Shootings. To help communities respond to rare but tragic school-related violent deaths, President Clinton will create a federal School Crisis Response Team, operating much as FEMA does in response to natural disasters. No community can adequately budget for events such as these, and few have the financial or human resources on hand to mount the emergency and continuing response that is necessary. Yet research indicates that unless the needs of students, families, faculty and community members are addressed, some children will suffer later emotional or behavioral problems, and all students will be harmed because of the considerable delay in restoring the normal functions of schools, especially teaching and learning. The Response Team will help provide affected communities with the financial and human resources to meet the immediate crisis needs as well as continuing security and counseling needs of students, parents, educators and others in the school community. The School Crisis Response Team will also help state and local officials throughout the country develop a more effective capacity to prevent and respond to similar tragedies should they occur. One of the first steps will need to be defining a crisis and establishing criteria for when to go out to a community

More specifically, the School Crisis Response Team will:

Provide Immediate Assistance for Emergency Response. As soon as a school-related violent death occurs, the Response Team will be able to provide the local community with immediate

assistance, through:

- **A $12 million Emergency Response Fund** to help communities meet immediate (60 days) and short term (up to 9 - 12 months) needs, including additional security personnel, emergency mental health crisis counseling, short- and long-term counseling to students and faculty.
- **Crisis Response Experts** trained by ED, FEMA, HHS and Justice, who can help local officials identify community needs and locate financial and human resources necessary to respond to them.

Ensure A Coordinated Federal Response to School Crises. A coordinating council on school crises comprised of officials from FEMA and the Departments of Education, Justice, and HHS. Each of these agencies has worked to help communities impacted by school shootings this past year. As a result of this experience, they have learned that their efforts must be better coordinated in order to avoid overlap in their efforts and fill gaps in needed services.

Help States and Local Communities Strengthen Their Ability to Respond to School Crises. The School Crisis Response Team will help state emergency management and education officials work together to strengthen state capacity to provide local school systems with information on appropriate strategies for dealing with disasters, training local education officials on strategies for preventing and responding to disasters, and assisting local school districts in identifying resources that can be used to address needs following a disaster. In addition, the Response Team will provide training to local education and community officials to deal with school-related homicides.

Support ~~Research and~~ Evaluation. In order to improve the ability of local communities to deal with school-related crises, the Response Team will ~~support research and evaluation on~~ evaluate effective ways to prevent, respond to and deal with the consequences of school-related homicides, suicides and other disasters. To support plans for prevention and technical assistance,

Encourage State and Local Prevention Efforts. In coordination with other Administration efforts, the Response Teams will promote awareness of the need for school crisis prevention and response planning among state and local officials and the public. In addition, it will assist communities that experience school-related violent deaths assess and strengthen their own prevention and response plans.

Building An Effective Partnership with Local Communities and States. In the immediate aftermath of the school shootings, the Departments of Education, Justice and Health and Human Services worked closely with officials from Pearl, Paducah, Jonesboro, and Springfield to help these communities and families in them respond to the crisis. Their assistance included crisis response teams, victim assistance, and funds for added security and immediate counseling for students, teachers and families. In the aftermath of these 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 the communities need federal assistance that is longer term, more carefully coordinated and more comprehensive than had been provided. The plan the President will announce is a direct response to these lessons. In order to ensure that the federal response to school related violent deaths is appropriate and effective, over the coming months the plan will be further refined in consultation with local and state officials before it is presented to Congress early next year.

The teams need to compile information on episodes when they do occur.

DRAFT **DRAFT**

National Training Campaign for Teachers and School Personnel

The President would announce a public/private partnership to help get teachers and school personnel the school safety training they need for the coming school year. In its first event in October of this year, the partnership will host a meeting at which teachers and school personnel can learn about identifying warning signs of troubled kids and what resources they have to help those children. The meeting will be transmitted by donated satellites with free satellite time with the goal of reaching every school district in the country. School districts will then be able to distribute the material by videotape to local schools and hold hands on training sessions with teachers, educational personnel and community participants including law enforcement. The training meetings will be co-hosted by a variety of organizations including the National Education Association, the AFT, the PTA, National Association of State Boards of Education, the American Association of Psychologists, the Boys and Girls' Clubs of America, Echostar Corp., Future View Inc., and federal agencies including the Department of Health and Human Services, the Department of Justice, and the Department of Education.

The public-private partnership will conduct a national, year-long training program combining the resources of many organizations to make sure teachers, school personnel, and community members have the best training and information. In addition to the first meeting focusing on helping troubled children, topics for future meetings include discussion of common sense school security measures, school mental health services, and outreach to parents and community involvement.

The partnership was created when the satellite companies Echostar and Future View offered to make 1,000 satellite dishes and free air time available to school districts so they could have training information transmitted directly to them. The National Education Association agreed to help with the task of providing training materials and outreach to teachers. President Clinton has challenged other companies and non-profits to join the partnership to make sure every school district has the ability to receive the materials and that the best materials are made available to communities.

In addition to helping create the videotaped materials, the Department of Education will be providing updated resources in the form of its educational guides XXXX, and the American Association of psychologists is providing YYY. Other deliverables.

A complete list of sponsoring organizations is attached.

Sponsor

American Association of School Administrators
American College Health Association
American College Personnel Association
American Federation of Teachers
American School Counselor Association
ASPIRA Associations
Association for the Advancement of Social Work with Groups
Boys and Girls Clubs of America
Bureau of ATF, GREAT Program
Canadian Association Against Sexual Harassment in Higher Education
Communities in Schools
Council of the Great City Schools
Hispanic Association of Colleges and Universities
National Association for Women in Education
National Association of Elementary School Principals
National Association of School Psychologists
National Association of School Safety and Law Enforcement Officers
National Association of Secondary School Principals
National Association of Student Personnel Administrators
National Council of La Raza
National Education Association
National Emergency Assistance Team
National Foundation for the Improvement of Education
National Institute of Justice
National Interfraternity Conference
National Juvenile Detention Association
National League of Cities
National Middle School Association
National Organization of Black Law Enforcement Executives
National Panhellenic Conference
National School Safety Center
National Urban League
Northeast College Sexual Assault Network
Office for Civil Rights, U.S. Department of Education
Office for Victims of Crime, U.S. Department of Justice
Office of Job Corps, U.S. Department of Labor
Office of Juvenile Justice and Delinquency Prevention, U.S. Dept. of Justice
Safe and Drug Free Schools Program, U.S. Department of Education
Speak Out: The North American Student Coalition Against Sexual Violence
United Neighborhood Centers of America

American Association of Colleges
for Teacher Education

American Association of
School Administrators

American Federation of Teachers

Association for Supervision
and Curriculum Development

Council of Chief
State School Officers

Education Commission
of the States

National Association of
Elementary School Principals

National Association of
Secondary School Principals

National Association of
State Boards of Education

National Education Association

National Parent Teacher
Association

National School
Boards Association

Learning First Alliance
1001 Connecticut Avenue, NW
Suite 335, Washington, DC 20036
202/296-5220
202/296-3246 facsimile
www.learningfirst.org

Jerry Newberry
822-7776

Disable this as link

Members — Chris Dow

PROPOSAL FOR CRISIS COMMUNICATION SUPPORT

To help support our members in times of crisis, the National Education Association (NEA) will provide our affiliates and school districts with several resources to help them prevent and prepare for emergency situations—a safe schools public engagement guide, a crisis preparation and response manual, and a media communications kit.

The following outlines the purpose and proposed content of the media communications kit. This proposal was drafted with the direct input of Colorado communications staff and interviews with association staff and others who have experienced school trauma and crisis response firsthand.

MEDIA COMMUNICATIONS KIT

PURPOSE. This resource will help affiliates work with the school district in organizing a crisis communications team and physical structure that provides maximum efficiency and effective communication. The kit will help affiliates make direct and responsive decisions that will come to the aid of those affected, and vigorously protect the affiliate and school's reputation. These decisions will include how to best direct assistance from the state to the local level.

Preparation and coordination between the affiliate president, executive director, communications director, and school district staff is critical. **Long-term, this action will dictate the legacy they have created for the organization when it was put to the test.**

FORMAT. The proposed Media Communications Kit will include a tabbed binder with policies and procedures to prepare and practice for effective crisis communication and a CD-ROM (and member Intranet) complete with sample databases, computer configurations, and template press releases, statements and letters to parents and staff. Users may add, delete and revise the CD-Rom to tailor the materials to their district.

COMMUNICATION GOALS. An affiliate who has planned and prepared with this critical resource will be able to develop a response that is driven by the principles and values of NEA and the teaching profession. It will

- Include the touch of a teacher
- Provide leadership to students
- Engage the community students the leadership,
- Propel those affected beyond crises, to learn and grow stronger.

CONTENT:

- *Critical information channels*—Forging relationships and making connections before a crisis happens will pay great dividends. Key school district and affiliate leaders and law enforcement should have phone trees, fax trees, e-mail groups, wallet-sized laminated cards with home phone numbers accessible and ready to use at anytime.
- The anatomy of a *crisis communications team*—defining and assigning critical roles and ensuring the affiliate voice and representation in communications about the crisis. Guidance for state affiliates in providing assistance to local affiliates or neighboring states.
- *Action steps* for effectively handling the kinds of crises that can happen at any school, such as school shootings, storms, chemical leaks, and kidnappings
- Blueprints for setting up an efficient *communications command center*

- A full section on *communication with the media* during a crisis—message development, briefing schedules and guidelines, parameters for pool coverage of memorials, funerals, and ceremonies, clear rules for media coverage of the scene and interviews with victims, managing multiple media requests.
- A *chronology of critical stages in a crisis* and the appropriate response—action necessary during the first hours and days following a crisis
- Direction for mapping out a *long-term proactive strategy* focused on recovery, healing and growth. (not letting the crisis control the school, teachers, and students; preparing for upcoming benchmarks—graduation, one-year anniversary, back-to-school, etc., and engaging community groups in the cause)
- Direction for setting up *donation depositories*, memorial *funds* and foundations that provide maximum efficiency in serving victims (providing legal parameters and examples from other states).
- An *agenda for a day-long workshop* for affiliate members to talk through their role and practice rapid response to 10 different scenarios
- An agenda for training a *team of state PR affiliates* who can deployed to provide support to schools across the nation in times of need.
- A checklist for *evaluating your district's crisis communication plan* and information on how affiliates can work to refine or overhaul existing plan.
- *Resources and footnotes*—This material is researched and experience-based. Users of the guide will be able to use the extra resource section and footnotes to explore research and mine further sources.

THE UNITED STATES CONFERENCE OF MAYORS

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TO: Participants in National Summit on School Violence and Kids from 2:00 to 8:00 pm

FROM: J. Thomas Cochran, Executive Director — Tom Cochran

SUBJECT: National Action Plan - Final Draft Copy

DATE: October 7, 1998

As stated in the Salt Lake City Summit on September 24, attached is the final draft copy of our *National Action Plan on School Violence and Kids from 2:00 to 8:00 pm* for your review. The document incorporates the many suggestions made during the National Summit.

Conference of Mayors President Deedee Corradini of Salt Lake City will present the final version of this document to President Clinton on October 15 during the White House Conference on School Safety.

In order for us to prepare the final document in time for that meeting, we will need any final remarks from participants by FRIDAY, OCTOBER 9 at 12:00 NOON.

Comments should be faxed to Jubi Headley with the Conference at (202) 293-2352.

Thank you for your efforts in Salt Lake City and continued assistance.

DRAFT

SCHOOL VIOLENCE

A nationwide survey found that 7.4 percent of all students reported being threatened or injured with a weapon on school property one or more times during a 12 month period. Another study recently found that one in twenty high school students carried a gun in a one month period. In addition, 59 percent of children surveyed in another study said that they could get a gun if they wanted, and 35 percent said it would take less than one hour to acquire the firearm.

- **Key indicators of youth violence must be recognized** including: 1) substance abuse; 2) failure in school/truancy; 3) anti-social behavior; 4) negative peer associations; and 5) dysfunctional families.

- **100,000 youth workers or counselors are needed,** modeled on the successful COPS program.

- **A comprehensive effort to reduce youth-related gun violence** is needed including passage of "one gun a month" legislation, elimination of the federal gun show loophole to cut sales of weapons to youth, support for the personalization of guns, and a requirement that gun owners be held criminally liable for children who gain access to improperly stored guns.

- **Weapons hotlines** should be available for students to report knowledge of other students carrying weapons.

- **Metal detectors** help reduce school violence and should be made available to schools that need them.

- **Students who bring weapons to school** should be held for 72 hours for psychological evaluation. Mental fitness and low self-esteem in youth must be addressed. Troubled kids must receive early assessment, and courts, prosecutors and community groups need to be involved in this effort.

- **Police officers in and around schools** help reduce violence and provide role models. Police presence in schools should vary - DARE works best in elementary schools; police officers are more often needed in high school. Police must be allowed to conduct random searches of lockers and backpacks as a preventive effort to reduce violence.

- **All violent criminal acts** on school property must be reported to the police immediately by school officials.

- **Violent juvenile felony offenders should be prosecuted as adults** so that they understand and are held accountable for the consequences of their actions.

- **Confidentiality must be eliminated for juveniles who commit violent felonies** so that their records can be transferred to the adult criminal justice system and made available to school systems.

- **School uniforms** should be worn by all students to promote discipline and help equalize students from all socio-economic backgrounds, in order to enhance learning and make schools safer.

- **Later starting times** at schools are needed in light of the latest studies on children's learning patterns, and class days should be extended to help reduce after-school youth crime and violence.

- **Parental involvement** is essential for safe schools. Parents must be encouraged to volunteer in schools and employers must create family-friendly workplaces to allow for increased parental involvement. In addition, parenting skills training and other support must be provided where needed. Parents must also be held responsible for students who continually violate school rules. Child support orders must also be enforced.

- **School campuses should be closed** and lunch required on school premises to reduce crime and violence during school hours.

- **Truancy laws** must be enforced and used as a mechanism to help identify problems faced by some young people. Parents should be contacted in the morning, not the evening, if a child is absent and be held responsible for truancy. Police officers should make house calls for kids continually absent from school, and can even wake up kids in the morning to help get them to school.

- **Domestic violence** must be addressed to interrupt the cycle of violence. Independent living options are needed for some 16 and 17 year-olds to get them out of abusive or dangerous home situations.

- **100,000 new teachers** are needed to reduce class size, which will lead to safer learning environments. In addition, school modernization (facilities, technology, recreational alternatives) must be implemented to ensure safe school environments.

- **Teachers must be trained** to be effective classroom managers, strict disciplinary codes in schools must be fairly enforced, community-based disciplinary oversight committees are needed, and lower level disciplinary problems must have early intervention.

- **Conflict resolution and anger management** must be taught in schools, beginning as early as kindergarten. Every teacher and police officer should have training in conflict resolution.

- **Alternative schools** must be available for both dropouts and others not able to learn in a typical school setting. Community service must be required for kids who are disruptive in school. In addition, in-school facilities must be available as an alternative to suspension.

- **Good kids** must also be given attention and provided rewards. Youth forums should be held to hear from kids and generate new ideas for reducing school violence. Mentoring and positive role modeling programs are needed in the schools.

- **Assets models** should be utilized to identify the resources kids need to possess in order to grow and make good life decisions. At-risk neighborhood programs that allow residents to identify the need for prenatal care and make parents aware of other available services are showing impressive results and should be supported.

- **Zero drug and alcohol tolerance** must be enforced at every school, and substance abuse treatment should be provided to students in need.

KIDS FROM 2:00 TO 8:00 PM

There are more than 28 million children in urban, suburban and rural areas whose parents work outside the home, primarily due to economic necessity. At least five million of these children are "latchkey kids" who come home to an empty house every day after school. Almost 30 percent of all juvenile offenses are committed on school days, between the hours of 2:00 and 8:00 pm.

- **Mayors, city councils and school boards must meet to work on the joint use of public facilities** for youth programs before school, after school and on weekends.

- **School systems must open school facilities for after-school programs** in such areas as continued learning, physical education, arts, music and recreation. Park service personnel can help run the programs if schools stay open. Solutions must be found to address funding and insurance issues that limit the use of schools.

- **Before-school programs** are needed for the children of parents who must be at work, especially if school start times are to be made later in the morning.

- **Transportation to after-school programs** outside of the school system should be provided by school systems.

- **Communities of faith and community-based organizations** should be encouraged to provide youth activity centers before school, after school and on weekends.

- **Hungry children must be fed** in before- and after-school programs.

- **Youth services hotlines** are needed to provide parents and kids one-stop-shopping information on all services provided by agencies and community organizations in a city. Neighboring communities should cooperate, link and standardize services.

- **Parks, recreation, physical fitness and sports programs can play a powerful role in helping kids** stay out of trouble and must be supported. They help kids deal with self-esteem and anger management issues, and have been proven to reduce teen pregnancy. Sports and physical fitness programs must be supported as part of the school curriculum. Homework time of at least one-half hour should be required in after-school recreation programs. More local parks are needed and brownfields should be converted into parks.

- **Arts and music programs** must be supported because they increase learning skills, help reduce violence and truancy, and give kids a positive outlet for self-expression. More of these programs are needed in our nation's schools as part of the curriculum. Partnerships are also needed between local arts councils, cultural institutions and city agencies.

- **Community Schools** with in-house health clinics, social services agencies and police involvement can help prevent crime and offer a meaningful alternative to youth, and must be supported.

- **Junior ROTC for high school students** should be considered as an inexpensive resource which provides the opportunity for collaboration, and offers discipline, structure and recreation.

- **Safe weekend and summertime programs** are needed, especially for latchkey kids.

- **Every mayor should have a youth coordinator.**

- **Curfews** reduce youth violence and crimes committed by youth and should be enforced. Curfew intake centers can be run out of park and community centers, with police involvement, because kids are less threatened by recreation officials. Youth car cruising must be eliminated.

- **Police must be involved in prevention, therefore the COPS program must be continued and expanded.** Police Athletic Leagues work, especially because younger officers hired through the COPS program want to interact with kids. Prevention needs to be incorporated into all police training. In addition, police officers should work with probation officers to monitor youth offenders.

- **Gang prevention** and early intervention strategies to prevent young students from becoming involved in gangs must be a top priority. Youth must be provided a safe means to report gang activity.

- **After-school and summer jobs** programs are needed, and creative employment opportunities must be found for younger kids who want jobs. On-the-job counseling and mentoring must also be provided to help young workers succeed in jobs. Mentors and counselors need training. Life skills such as getting to work on time, getting directions, and opening a bank account must be taught to children. Retired people can be of great assistance in the mentoring effort.

- **Technical assistance** is needed for many smaller companies and community organizations that want to offer after-school programs.

- **Hospitals** often have "healthy communities" initiatives which should be used to help kids after-school.

YOUTH VIOLENCE AND THE NEWS MEDIA

A 1997 study, which analyzed tapes of local evening newscasts from 100 local stations in 35 states aired the same day, found that 30 percent of the news was devoted to violence and crime. Crime is down in America, but the coverage of crime is up. For example, a California study found that over one-half of television news coverage about youth concerned violence, and over two-thirds of violence stories involved youth, even though juveniles were responsible for less than 15 percent of the violent crime in the state during the same period.

- **Sensationalist coverage of violence** in local and national news must end.
- **A joint task force of mayors and news media executives** should work to ensure more accurate and balanced news coverage of youth-related issues.
- **Commercials and sponsorships** promoting products such as video games, toys, music, movies, and other television programs that implicitly or explicitly encourage violence should be rejected by news programs which air in the morning hours before school or the afternoon and early evening hours.
- **Mayors, police chiefs and school superintendents** should meet annually with local heads of media networks to discuss local news coverage. News editors must be called on unbalanced coverage. The power of viewer complaints cannot be understated, especially when they come from elected officials.
- **Mayors should help local news media put together positive youth stories.**
- **Schools must reach out to the media** in order to get more positive messages aired.
- **The news media should identify local youth heros** and show them weekly on TV.
- **More follow-through coverage of criminal justice cases** showing guilty verdicts and punishment is needed.
- **Teen pages** for kids to write articles about positive youth experiences should be provided by newspapers.
- **Gun advertising** which suggests that a gun in the home makes a family safer should be rejected by the media.

YOUTH VIOLENCE AND THE ENTERTAINMENT INDUSTRY

Studies have shown that eight-year-old boys who viewed the most violent programs were the most likely to engage in aggressive and delinquent behavior by age 18, and in serious criminal behavior by age 30. Other studies have found that more than 60 percent of television programs contain violence, and that 76 percent of children's programs portray violence in a humorous context.

- **A joint task force of mayors and national entertainment industry executives** should work on reducing violence in entertainment industry products.
- **Parents must monitor and restrict children's entertainment choices** in TV, movies, music, video games and the Internet, and be provided technology which allows them to limit access to inappropriate content. TV should not be used as a babysitter.
- **Commercials for violent movies and TV programs** should not be aired during youth-watching hours.
- **A boycott** should be implemented against products whose commercials fund violent TV programs.
- **Programs with high levels of violence, including "reality" shows,** should be scheduled only during late-night hours.
- **Violent Saturday morning cartoons** must be eliminated.
- **Non-violent programming** is needed to discourage violence. When violence does occur, every effort must be made to show its negative consequences. A national clearinghouse on independently-produced positive programming should be established.
- **Mayors should utilize government access channels** as a resource to help produce and air positive shows.
- **Young people need media training** to help them understand and evaluate what they are viewing, and programs should be offered in schools.
- **A Public Service Announcement (PSA) campaign** is needed against violence in the media and entertainment industry and should be aired by local and national television outlets.

Stanley Cohen

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