



C. Strategies to Prevent Hate Crimes and Bullying

- ▶ **Hate Crimes: Addressing Multicultural Issues to Insure a Safe School Environment**
Excerpts from School Safety Leadership Guide
- ▶ **Bullying: Peer Abuse in Schools**
U.S. Department of Education
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- ▶ **Sexual Harassment: Characteristics of Sexual Harassment Behaviors**
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Excerpted from: *School Safety Leadership Guide*:

Hate Crimes: Addressing multicultural issues to insure a Safe School Environment

Hate crimes are motivated by bias against an individual's actual or perceived race, ethnicity, gender, sexual orientation, religion, or disability. Examples include assault and battery, vandalism, or threats which involve bias indicators-pieces of evidence like bigoted name calling or graffiti. In schools, while Hate Crimes are usually carried out against a targeted individual, this one action can effect an entire student body, particular group, and community as a whole.

School Age Youth live in an increasingly multicultural and multiracial society. Accordingly, they must learn to overcome the biases and intolerance passed on from previous generations. Children of diverse backgrounds need opportunities to be exposed to valid information about one another. One way to provide these opportunities is through a well-planned multicultural curriculum, the use of cooperative learning methods, the development of student mediators and conflict resolution teams, or classroom activities that help students examine their own beliefs and prejudices.

It is important for educators and administrators to not condone or support systems that perhaps inadvertently provide unequal education opportunities or that apply school policies unfairly. Dealing with students solely on the basis of their demographic, ethnic or academic characteristics, for example, disenfranchises students and can contribute to student unrest and violence. Conversely, educators and administrators must cooperate to promote learning environments that provide programs based on understanding diversity of race, ethnicity, religion, sex, and sexual orientation. The inclusion of multicultural curriculum components is crucial in today's schools. Although needs and resource may vary from district to district and from school to school, the following 10 considerations, adapted from Bodinger de Uriarte's Hate Crime, are flexible while remaining specific enough to direct attention to the potential needs of a diverse schools environment to ensure it's safety for all.

1. Does the current curriculum provide a balanced study of world cultures? Are students taught to appreciate non-European cultures? Are students aware of contributions deriving from non-European sources?
2. Do schools with art, drama, literature or music curricula include American ethnic and non-American/non-European art, drama, literature and music components?

One of the means of reducing social distance and racial, ethnic and cultural isolation is to learn the meaning and value of different forms of cultural expression

3. Do schools with current events, economics, government, history and social studies/sciences curricula include components pertinent to past and present American ethnic group experiences?
Do curricula include issues and perspectives related to those groups?
4. Do schools with current events, economics, government, history, or social studies/sciences curricula include multiple perspectives of world events?

5. Does the current curriculum include civics and citizenship components? Are students taught the meaning and importance of the Constitution, the Bill of Rights, civil rights and human rights in general?

6. Do textbooks and course materials avoid stereotypes when they represent international and ethnic persons and cultures.

7. Where the use of instructional materials containing stereotypes is unavoidable, are these images identified as stereotypes and then countered with more accurate information?

8. Do classroom display materials, as well as instructional materials, include positive representations of international and American ethnic persons and events?

Print and broadcast media damage the overall image of ethnic groups as much through the absence of positive portrayals as through the presence of negative portrayals. Hate crime motivated by fear of the unknown and social unease may be dissipated through knowledge and familiarity.

9. Does the curriculum include critical thinking and reasoning skills? Such instruction aims at enabling students to:

- take a "big picture" view of events;
- consider the strengths and weaknesses of a given argument;
- develop multiple perspectives of a situation;
- consider long-term versus short-term consequences of any actions or decisions;
- distinguish between cultural judgements and political viewpoints; and
- question their own and others' assumptions.

10. Does the curriculum include classroom components, such as cooperative learning activities or student oral history projects, designed to reduce racial ethnic and cultural isolation?

Intercultural awareness is a valuable tool for meeting the difficult challenges of maintaining school safety and effecting student managements. Successful outcomes may well hinge on whether appropriate intercultural skills have been applied in our personal encounters.

What can the Educator do?

Although educators are often aware of cultural differences - such as, the meaning of eye contact, gestures and proximity or ways respect is conveyed. Educators may easily fall into the trap of thinking that everyone in a given ethnic group is the same. Although it is often acceptable to talk about patterns of behaviors or tendencies that may be associated with a group, such generalizations must be done with caution. A generalization about a population is a statement about a central tendency. It becomes a stereotype when the generalization is applied inflexibly to every individual. Another way to stereotype is to generalize from too small a sample; the generalization is based on limited experiences with a few individuals from a group. Even applying stereotypical characteristics in a positive light can be offensive and degrading to the individual.

Common Mistakes or Cultural faux pas

It is vital that educators and administrators avoid mistakes made by individuals dealing with students and their parents who are from differing cultural groups or who speak different languages. These cultural faux pas include:

- increasing speaking volume in response to someone who speaks with an accent-speaking loudly does not make the words easier to understand;
- speaking in patronizing tones as if those who speak English as a second language are like children or are immature;
- using language that is too personal when greeting another person - differences in ritual greeting styles exist among varying cultural groups. (Cultures form around many characteristics - ethnicity, gender, religion, or age, for example.); and
- failing to recognize cultural differences in communication styles.

One of the most interesting speech differences among cultures is the way people customarily discuss a point. The linear approach is a typical pattern favored in English-speaking cultures for explanatory or expository speech and writing; main points are described and then a conclusion is drawn for the listener. The contextual or circular approach is often used by members of cultures rich in oral tradition. This explanatory pattern tells the listener everything he or she needs to know to draw his or her own conclusion. Educators need to pay close attention to these differences because the linear approach has been embraced by the American school system as if it were the only way to talk and write.



Excerpts from

BULLYING: PEER ABUSE IN SCHOOLS

U.S. Department of Education

Every day in our Nation's schools, children are threatened, teased, taunted and tormented by schoolyard bullies. For some children, bullying is a fact of life that they are told to accept as a part of growing up. Those who fail to recognize and stop bullying practices as they occur actually promote violence, sending the message to children that might indeed makes right.

Bullying often leads to greater and prolonged violence. Not only does it harm its intended victims, but it also negatively affects the climate of schools and the opportunities for all students to learn and achieve in school.

What Is Bullying?

Bullying among children is commonly defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.

Bullying may be physical, verbal, emotional or sexual in nature. For example:

- **Physical bullying** includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.
- **Verbal bullying** includes such acts as hurtful name calling, teasing and gossip.
- **Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
- **Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Bullying among schoolchildren is quite common in the United States. In a study of junior high and high school students from small Midwestern towns, 88 percent of students reported having observed bullying, and 76.8 percent indicated that they had been a victim of bullying at school. Of the nearly 77 percent who had been victimized, 14 percent indicated that they experienced severe reactions to the abuse.

A study of 6,500 fourth- to sixth-graders in the rural South indicated that during the three months preceding the survey,

one in four students had been bullied with some regularity and that one in 10 had been bullied at least once a week. In the same survey, approximately one in five children admitted that they had bullied another child with some regularity during the three months preceding the survey.

Bullying also occurs under names. Various forms of hazing—including "initiation rites" perpetrated against new students or new members on a sports team—are nothing more than bullying. Same-gender and cross-gender sexual harassment in many cases also qualifies as bullying.

Who Is Hurt?

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of teachers or other responsible adults. Consequently, if perpetrators go unpunished, a climate of fear envelops the victims.

Victims can suffer far more than actual physical harm:

- Grades may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy or dropping out.
- Victims may lose or fail to develop self-esteem, experience feelings of isolation and may become withdrawn and depressed.
- As students and later as adults, victims may be hesitant to take social, intellectual, emotional or vocational risks.
- If the problem persists, victims occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon-carrying or even suicide.
- Victims are more likely than nonvictims to grow up being socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children.

Bystanders and peers of victims can be distracted from learning as well. They may:

- Be afraid to associate with the victim for fear of lowering their own status or of retribution from the bully and becoming victims themselves;
- fear reporting bullying incidents because they do not want to be called a "snitch," a "tattler" or an "informer";
- experience feelings of guilt or helplessness for not standing up to the bully on behalf of their classmate;
- be drawn into bullying behavior by group pressure;
- feel unsafe, unable to take action or a loss of control.

Bullies themselves are also at risk for long-term negative outcomes. In one study, elementary students who perpetrated

acts of bullying attended school less frequently and were more likely to drop out of school than other students. Several studies suggest that bullying in early childhood may be an early sign of the development of violent tendencies, delinquency and criminality.

A Comprehensive Approach:

Bullying and the harm that it causes are seriously underestimated by many children and adults. Educators, parents and children concerned with violence prevention must also be concerned with the phenomenon of bullying and its link to other violent behaviors.

Research and experience suggest that comprehensive efforts that involve teachers and other school staff, students, parents and community members are likely to be more effective than purely classroom-based approaches. Identified by the Center for the Study and Prevention of Violence as one of 10 model violence prevention programs is that of Norwegian researcher Dan Olweus. The U.S. application of his comprehensive model program included the following core elements.

School-level interventions

- Administration of a student questionnaire to determine the nature and extent of bullying problems at school.
- Formation of a bullying prevention coordination committee (a small group of energetic teachers, administrators, counselors and other school staff, who plan and monitor the school's activities).
- Teacher in-service days to review findings from the questionnaire, discuss problems of bullying, and plan the school's violence prevention efforts.
- School wide events to launch the program (e.g., via school television or assemblies).
- Increased supervision in areas that are hot spots for bullying and violence at the school.
- Development of school wide rules and sanctions against bullying.
- Development of a system to reinforce prosocial behavior (e.g., "Caught you Caring" initiatives).
- Parent involvement in school activities (e.g., highlighting the program at PTA meetings, school open houses, and special violence prevention programs; encouraging parents' participation in planning activities and school events).

Classroom Activities

- Regularly scheduled classroom meetings during which students and teachers engage in discussion, role-playing and artistic activities related to preventing bullying and other forms of violence among students.

Individual Interventions

- Immediate intervention by school staff in all bullying incidents.
- Involvement of parents of bullies and victims of bullying, where appropriate.

- Formation of "friendship groups" or other supports for students who are victims of bullying.
- Involvement of school counselors or mental health professionals, where appropriate.

Community Activities

- Efforts to make the program known among a wide range of residents in the local community (e.g., convening meetings with leaders of the community to discuss the school's program and problems associated with bullying, encouraging local media coverage of the school's efforts, engaging students in efforts to discuss their school's program with informal leaders of the community).
- Involvement of community members in the school's anti-bullying activities (e.g., soliciting assistance from local business to support aspects of the program, involving community members in school district wide "Bully-Free Day" events).
- Engaging community members, students, and school personnel in anti-bullying efforts within the community (e.g., introducing core program elements into summer church school classes).

Clearly, there is no "silver bullet" for preventing bullying or other forms of violence at school. A comprehensive approach, such as this one, shows the most promise in helping to create a safe school environment that will help children to grow academically and socially. Before implementing any efforts to address bullying or other violence at school, school administrators should keep in mind that:

- Ideally, efforts should begin early—as children transition into kindergarten—and continue throughout a child's formal education;
- Effective programs require strong leadership and ongoing commitment on the part of school personnel;
- Ongoing staff development and training are important to sustain programs;
- Programs should be culturally sensitive to student diversity issues and developmentally appropriate; and
- Parental and community involvement in the planning and execution of such programs is critical.

Following are suggested action steps, strategies and resources that school administrators, educators, students and parents can employ in an effort to stop bullying in schools.

Action Steps for School Administrators

- Assess the awareness and the scope of the bullying problem at your school through student and staff surveys
- Closely supervise children on the playgrounds and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and

fairly enforce such standards.

- Encourage parent participation by establishing on campus parents' centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.
- Develop strategies to reward students for positive, inclusive behavior.
- Provide school wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and enlist their support in defining bullying as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not "look the other way" when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/ victim confrontation.
- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling whenever appropriate.
- Provide protection for bullying victims, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older

buddy on whom they can depend and with whom they share class schedule information and plans for the school day.

- Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions that they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/victimization incidents to school personnel;
- speak up and/or offer support to the victim when they see him/her being bullied—for example, picking up the victim's books and handing them to him or her;
- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situations either singlehandedly or in a group—for example, by taking the bully aside and asking him/her to "cool it."

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/victim conflict is to foster their child's confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from his or her peers, it is not fair to fault the child's social skills. Respect is a basic right: All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the bully's behavior is the source of the problem.
- It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child's experiences at school.
- You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child.

They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child's version of the incident, making it harder for the bully or the bully's parents to deny its authenticity.

- While it is often important to talk with the bully or his/her parents, be careful in your approach. Speaking directly to the bully may signal to the bully that your child is a weakling. Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to "standing up for oneself."
- Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
- Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully's behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
- Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying.
- If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials. Bullying or acts of bullying should not be tolerated in the school or the community. Students should not have to tolerate bullying at school any more than adults would tolerate such situations at work.

Classroom Resources

Both bullies and their victims need help in learning new ways to get along in school. Children need to learn about training, using and abusing power and about the differences between negotiating and demanding. They must also learn to consider the needs, behaviors and feelings of others. Curriculum developers and publishers now offer a variety of prevention/intervention materials to eliminate bullying and other forms of personal conflict from school life. Curricula such as those listed below are examples of tools that may be used as *part* of a comprehensive approach to bullying:

- *No Bullying*. This Johnson Institute curriculum, first implemented during the 1996-97 school year in schools

across the country, describes the tell-or-tattle dilemma facing many victims of bullying. Teachers are given step-by-step guidelines on how to teach students the difference between telling and tattling. Teachers are also shown how to establish and use immediate consequences when dealing with bullies.

- *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students*. This guide by Lisa Sjostrom and Nan Stein contains 11 sequential lessons designed to help children understand the difference between teasing and bullying and to gain awareness about bullying and harassment through class discussions, role-play and writing, reading and art exercises.

- *Bully-Proofing Your School*. This program, available from Sopris West, uses a comprehensive approach. Key elements include conflict resolution training for all staff members, social skills building for victims, positive leadership skills training for bullies, intervention techniques for those who neither bully nor are bullied and the development of parental supporter

- *Quit it! A Teacher's Guide on Teasing and Bullying*. This guide by Merle Frosche, Barbara Spung, and Nancy Mullin-Rindler with Nan Stein contains 10 lesson plans. Each lesson is divided into activities geared to the developmental needs of students in kindergarten through third grade. Class discussions, role plays, creative drawing and writing activities, physical games and exercises and connections to children's literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying.

- *Second Step*. The Committee for Children's Second Step curriculum teaches positive social skills to children and families, including skill building in empathy, impulse control, problem solving and anger management. Initial evaluations of *Second Step* indicate that second and third grade students engaged in more prosocial behavior and decreased physically aggressive behavior after participating in the program.⁶

- "Bullying." This video and accompanying teacher's guide (produced by South Carolina's Educational Television in collaboration with the Institute for Families in Society at the University of South Carolina) contains five lesson plans that incorporate classroom discussions, role playing and artistic exercises. It is appropriate for older elementary and middle-school students.

In the effort to make schools and communities safer, educators, parents and concerned citizens are encouraged to support school wide programs that address bullying. As part of this school wide effort, adults—including bus drivers, playground supervisors, hall monitors, security officers, cafeteria workers, maintenance personnel, clerical staff, teachers, parent volunteers, counselors and administrators—must present a united front that communicates to all students that bullying will not be tolerated at school.

Innovative Approaches to Bully Prevention

School-based bullying prevention programs across the United

States vary a great deal in their target populations, their comprehensiveness and the specific approaches they take. When considering use of a given curriculum or program to eliminate bullying, request from the publisher evaluation data and names of persons to contact for information about the effectiveness of the program, its procedures and materials.

Additional Resources

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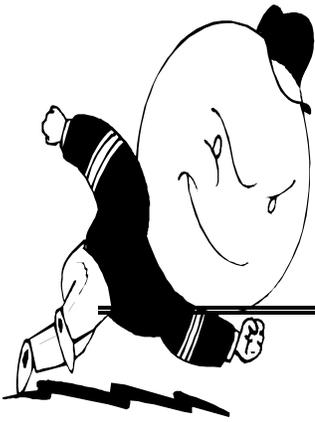
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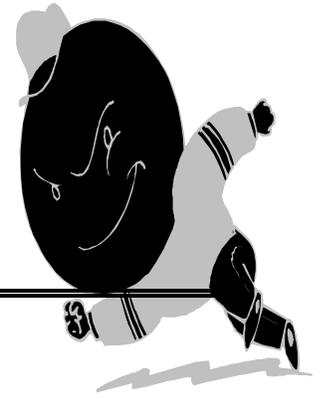
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Bullying in Schools

by Ron Banks

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Bullying in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences--both for students who bully and for their victims. Although much of the formal research on bullying has taken place in the Scandinavian countries, Great Britain, and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist.

Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. While boys typically engage in direct bullying methods, girls who bully are more apt to utilize these more subtle indirect strategies, such as spreading rumors and enforcing social isolation (Ahmad & Smith, 1994; Smith & Sharp, 1994). Whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff, 1994; Olweus, 1993).

EXTENT OF THE PROBLEM

Various reports and studies have established that approximately 15% of students are either bullied regularly or are initiators of bullying behavior (Olweus, 1993). Direct bullying seems to increase through the elementary years, peak in the middle school/junior high school years, and decline during the high school years. However, while direct physical assault seems to decrease with age, verbal abuse appears to remain constant. School size, racial composition, and school setting (rural, suburban, or urban) do not seem to be distinguishing factors in predicting the occurrence of bullying. Finally, boys engage in bullying behavior and

are victims of bullies more frequently than girls (Batsche & Knoff, 1994; Nolin, Davies, & Chandler, 1995; Olweus, 1993; Whitney & Smith, 1993).

CHARACTERISTICS OF BULLIES AND VICTIMS

Students who engage in bullying behaviors seem to have a need to feel powerful and in control. They appear to derive satisfaction from inflicting injury and suffering on others, seem to have little empathy for their victims, and often defend their actions by saying that their victims provoked them in some way. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who regularly display bullying behaviors are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem. There is little evidence to support the contention that they victimize others because they feel bad about themselves (Batsche & Knoff, 1994; Olweus, 1993).

Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. They may lack social skills and friends, and they are often socially isolated. Victims tend to be close to their parents and may have parents who can be described as overprotective. The major defining physical characteristic of victims is that they tend to be physically weaker than their peers--other physical characteristics such as weight, dress, or wearing eyeglasses do not appear to be significant factors that can be correlated with victimization (Batsche & Knoff, 1994; Olweus, 1993).

CONSEQUENCES OF BULLYING

As established by studies in Scandinavian countries, a strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults. In one study, 60% of those characterized as bullies in grades 6-9 had at least one criminal conviction by age 24 (Olweus, 1993). Chronic bullies seem to maintain their behaviors into adulthood, negatively influencing their ability to develop and maintain positive relationships (Oliver, Hoover, & Hazler, 1994).

Victims often fear school and consider school to be an unsafe and unhappy place. As many as 7% of America's eighth-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some students' isolation because their peers do not want to lose status by associating with them or because they do not want to increase the risks of being bullied themselves. Being bullied leads to depression and low self-esteem, problems that can carry into adulthood (Olweus, 1993; Batsche & Knoff, 1994).

PERCEPTIONS OF BULLYING

Oliver, Hoover, and Hazler (1994) surveyed students in the Midwest and found that a clear majority felt that victims were at least partially responsible for bringing the bullying on themselves. Students surveyed tended to agree that bullying toughened a weak person, and some felt that bullying "taught" victims appropriate behavior. Charach, Pepler, and Ziegler (1995) found that students considered victims to be "weak," "nerds," and "afraid to fight back." However, 43% of the students in this study said that they try to help the victim, 33% said that they should help but do not, and only 24% said that bullying was none of their business.

Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent (Olweus, 1993). Student surveys reveal that a low percentage of students seem to believe that adults will help. Students feel that adult intervention is infrequent and ineffective, and that telling adults will only bring more harassment from bullies. Students report that teachers seldom or never talk to their classes about bullying (Charach, Pepler, & Ziegler, 1995). School personnel may view bullying as a harmless rite of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft.

INTERVENTION PROGRAMS

Bullying is a problem that occurs in the social environment as a whole. The bullies' aggression occurs in social contexts in which teachers and parents are generally unaware of the extent of the problem and other children are either reluctant to get involved or simply do not know how to help (Charach, Pepler, & Ziegler, 1995). Given this situation, effective interventions must involve the entire school community rather than focus on the perpetrators and victims alone. Smith and Sharp (1994) emphasize the need to develop whole-school bullying policies, implement curricular measures, improve the schoolground environment, and empower students through conflict resolution, peer counseling, and assertiveness training. Olweus (1993) details an approach that involves interventions at the school, class, and individual levels. It includes the following components:

☞ An initial questionnaire can be distributed to students and adults. The questionnaire helps both adults and students become aware of the extent of the problem, helps to justify intervention efforts, and serves as a benchmark to measure the impact of improvements in school climate once other intervention components are in place.

☞ A parental awareness campaign can be conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings. The goal is to increase parental awareness of the problem, point out the importance of parental involvement for program success, and encourage parental support of program goals. Questionnaire results are publicized.

☞ Teachers can work with students at the class level to develop class rules against bullying. Many programs engage students in a series of formal role-playing exercises and related assignments that can teach those students directly involved in bullying alternative methods of interaction. These programs can also show other students how they can assist victims and how everyone can work together to create a school climate where bullying is not tolerated (Sjostrom & Stein, 1996).

Other components of anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times (e.g., recess or lunch). Schools that have implemented Olweus's program have reported a 50% reduction in bullying.

CONCLUSION

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. A comprehensive intervention plan that involves all students, parents, and school staff is required to ensure that all students can learn in a safe and fear-free environment.

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Sexual Harassment

Characteristics of Sexual Harassment Behaviors.

Sexual harassment is a daily occurrence in schools across the country, yet few current national statistics are available. This behavior emphasizes the vulnerability of the victim. Allowing such behaviors may create hostile environments, transforming school into an intimidating, frightening and offensive place. This type of atmosphere ultimately interferes with a student's academic performance, sense of self, enjoyment or interest in school, peer relationships, and general well-being. The harm caused by sexual harassment is serious and must be considered according to the nature of the act, the age of the victim and the victim's relationship to the offender(s). The harassment can be male to female, female to male, male to male, or female to female. Perpetrators can be anyone in the school: other students, faculty, staff, contracted workers, volunteers, administrators, or even visitors on campus. The following is a list of behaviors to aid teachers and administrators in identifying these behaviors early to ensure a Safe school environment.

Sexually harassing behaviors fall into several categories:

Verbal

Verbal harassment may include:

- repeated sex-related teasing
- suggestive sounds, howling, whistling, or catcalls
- negative remarks about a person's gender
- conversations that are intrusive or too personal
- verbal "ratings"

(like on a scale from one to 10) of individuals

- innuendos or comments about a person's clothing, body or sexual activity
- repeated remarks with sexual or demeaning implications
- verbals abuse of sexual nature
- spreading sexual rumors
- sexual name-calling
- sexual or "dirty" jokes
- threats, either implied or overt
- pressure for dates
- pressure for sexual activity; and demands for sexual favors accompanied by either implicit or explicit threats regarding grades, graduation or other school-related matters.

Visual

Visual Harassment may include:

- sexual or obscene gestures or facial expressions
- staring, leering or ogling
- touching oneself sexually in front of others
- graffiti
- showing R-rated movies during class time
- offensive displays of sex-related objects
- obscene messages on shirts, hats or pins
- students "making out" in public displays of affection; and

offensive, derogatory or pornographic calendars, posters, pictures, drawings, photographs, cartoons or messages.

Physical

Physical Harassment may include:

- unwelcome or inappropriate touching
- brushing up against another person
- grabbing or pinching
- interfering with, cornering or "blocking" an individual's movements
- following or stalking
- lifting, pulling or removing clothing or undergarments
- attempted and/or actual kissing or fondling
- sexual molestation
- coerced sexual intercourse
- assault and attempted assault
- sexual assault and attempted sexual assault; and rape.

Resources related to Hate Crimes & BULLYING

On-line Resources related to Bullying

👉 **Action Plan for Bullying**

<http://bullybeware.com/tips.html>

👉 **Bullies Now Will Take Lot More Than Lunch Money**

<http://www.detnews.com/menu/stories/24425.htm>

👉 **Bullying at School Links**

<http://www.scre.ac.uk/bully/links.html>

👉 **Girls in Trouble: School Bullying**

<http://geocities.com/Heartland/Ranch/1821/school.htm>

👉 **It's-online: Bullying**

<http://its-online.com/archive/bully.html>

👉 **No Bully**

<http://www.nobully.org.nz/>

👉 **Safe Child Bullies**

<http://www.safechild.org/bullies.htm>

👉 **Teaching Children Not To Be -- Or Be Victims Of -- Bullies**

<http://www.uncg.edu/edu/ericcass/bullying/DOCS/teach.htm>

👉 **The Granite State Consumer One Way to Stop School Violence: Stop the Bullying**

<http://ceinfo.unh.edu/Common/Documents/gsc91099.htm>

👉 **The School Bully**

<http://www.motiv8.com/personal/bully.com>

👉 **Those Who Can Do. Those Who Can't, Bully: Bullying and harassment of minorities**

<http://www.successunlimited.co.uk/minority.htm>

References from our clearinghouse

👉 **Preventing Bullying: A Manual For Schools And Communities, 1999**

Author: U.S. Department of Education

This brochure provides information for schools and communities addressing issues of bullying.

👉 **School Bullying and Victimization, 1995**

Author: National School Safety Center

Agency: U.S. Department of Justice, U.S.

Department of Education and Pepperdine University

This document defines what is a bully and gives evidence to bullying being an intergenerational problem. It includes a section on the victims as well as intervention techniques that can be implemented.

National School Safety Center,

Pepperdine University, Malibu, CA 90263

Phone: (805) 373-9977.

👉 **Preventing Youth Hate Crime, 1999**

Author: U.S. Department of Justice

This brochure offers information on the prevention of youth hate crimes for schools and communities.

👉 **Quit It!: A Teacher's Guide on Teasing and Bullying for USE with Students in Grades K-3, 1999**

Author: M. Froschl, B. Sprung, N.Mullin-Rindler, N. Stein, N. Gropper,

Agency: Educational Equity Concepts, Inc.,

Wellesley College Center for research on Women, NEA Professional Library

This handbook addresses concerns and provides teachers in grades k-3 with a proactive, gender sensitive approach to addressing teasing and bullying.

Educational Equity Concepts, Inc.,

Wellesley College Center for Research on Women, NEA Professional Library

Public Policy & Funding Sources for Violence Prevention Programs

- A.** Ideas into Practice: Public Policy Recommendations
- B.** What is the Department of Education doing to help Americans keep schools and communities safe? Information on Drug and Violence Prevention Grant Competitions
- C.** *Exhibit:* Violence Prevention Center Established
- D.** Safe Schools, Healthy Students Initiative
- E.** Funding Opportunities

Ideas into Practice: Public Policy Recommendations

A Chapter from a Report of the
American Psychological Association Commission on Violence and Youth, Vol. I

Although violence involving youth is increasingly prevalent and lethal, it is not inevitable. On the basis of psychology's understanding of how violent behavior is learned and transmitted, the Commission on Violence and Youth of the American Psychological Association encourages adoption of the following broad and coordinated set of remedies to prevent youth violence or mitigate its effects.

1. Early childhood interventions can help children learn to deal with social conflict effectively and nonviolently. In their early years, children learn fundamental ways of dealing with social conflict. Parents, guardians, child care providers, and health care providers play an important role in helping young children learn basic aspects of effective nonviolent social behavior. These primary agents of child socialization need effective intervention strategies, materials, training, technical assistance, and support services designed to help them lay the critical foundations on which children can learn to reduce aggressive behavior and prevent future violence.

1.1 We recommend that Congress ask all relevant federal agencies to identify successful and promising interventions, programs, and resources for preventing and treating youth violence and develop and disseminate a report that is based on these programs. (Such agencies would include the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Housing and Urban Development, and the U.S. Department of Justice.)

1.2 We recommend that funding and technical assistance for implementing local violence prevention programs be distributed through such mechanisms as stateblock grant programs. Special attention should be directed to continuous comprehensive intervention and follow-up in health and educational programs for families at risk for violence. Such families would include very young mothers, single parent families, those with parental mental health or substance abuse problems, those with parental histories of violent offenses or domestic violence, and those at high risk for child neglect and abuse. We also ask Congress to expand funding for Head Start and other school readiness programs both to improve the overall quality of such programs and to include all eligible children.

1.3 We encourage parent-teacher associations, community health centers, child care centers, and other organizations at which parents gather, to provide parent-child management training programs to foster the development of a repertoire of parental disciplining techniques to replace coercive ones. These programs should include behavior management and social skills training curricula, which have been shown to be effective in improving family communication and reducing child behavior problems.

2. Schools can become a leading force in providing the safety and the effective educational programs by which children can learn to reduce and prevent violence. On the one hand, schools often provide multiple opportunities for bullying, harassment, intimidation, fights, and other forms of violence to occur. Students who feel that their personal safety is threatened may bring weapons to school with them. Students who show poor school achievement and poor peer relations show an increased risk of becoming involved in violence. On the other hand, schools also can provide children with repeated and developmentally appropriate opportunities to follow sound principles of personal safety, strengthen academic and social skills, develop sound peer relationships, and learn effective nonviolent solutions to social conflict. A number of promising programs in classroom management, problem solving skills training, and violence prevention for school children have been developed, but not all of them have been adequately evaluated.

2.1 We ask Congress to encourage federally supported efforts to develop, implement, and evaluate violence prevention and aggression reduction curricula for use in the schools from early childhood through the teen years. Such efforts would involve teacher training, training for other school personnel, curricular activities, coordinated parental support activities, and technical assistance in implementing programs that apply techniques known to be effective in reducing aggression and preventing violence.

2.2 We recommend that school systems take a long view of children's education regarding violence and make every effort to develop and implement a coordinated, systematic, and developmentally and culturally appropriate program for violence prevention beginning in the early years and continuing throughout adolescence.

2.3 We ask state educational agencies to support the development, implementation, and evaluation of programmatic comprehensive school-based violence prevention programs designed to provide a safe learning environment and to teach students sound and effective principles of violence prevention. Furthermore, we underscore the need to provide a safe school environment for all children.

2.4 We recommend that professional organizations involved with school-based programs prepare and disseminate effective and promising program materials, assessment tools, and evaluation findings germane to violence prevention for broad and flexible use by schools, even while ongoing research attempts to improve their effectiveness and adapt them for particular circumstances and local cultural groups. Such organizations would include the American Psychological Association, the National Association of School Psychologists, the National Education Association, and the National Association for the Education of Young Children, among others.

2.5 We encourage schools to engage in the early identification of children who show emotional and behavioral problems related to violence and to provide to them or refer them for appropriate educational experiences and psychological interventions.

2.6 We ask Congress, state governments, and local governments to support the funding and development of after-school programs and recreational activities in schools with high proportions of at-risk children and youth. Initiation into gangs and delinquency is commonly linked to unsupervised time after school.

2.7 We recommend that those state governments and school boards that have not already done so adopt policies and provide training to prohibit the use of corporal punishment in schools and to encourage positive behavior management techniques to maintain school discipline and safety. We also encourage early childhood educators and health practitioners to teach parents alternative methods of discipline in the home.

2.8 We recommend that violence reduction training be made a part of preservice and inservice training for teachers, administrators, school staff, and health professionals likely to serve children of school age.

3. All programmatic efforts to reduce and prevent violence will benefit from heightened awareness of cultural diversity. Throughout every aspect of the review, the increasing cultural diversity of the United States was stressed. An understanding, appreciation, and integration of the benefits of culturally diverse perspectives is an important component not only of the content of the program but also of the process by which it is developed, implemented, and evaluated. It was noted that well-intentioned people and programs often have lacked sensitivity to cultural differences and have failed to develop violence prevention programs that are responsive to those differences. The effectiveness of programmatic efforts to reduce and prevent violence is likely to be increased by involving the members of the communities as partners in the development, implementation, and evaluation of these efforts.

3.1 We call for a variety of efforts aimed at increasing sensitivity to cultural differences and reducing discrimination and prejudice that create a climate conducive to violence. Such efforts should begin in the earliest school years with specialized curricula for children and be continued throughout the school years. To foster more widespread acceptance of cultural diversity, human relations education should be provided for adults in a variety of settings, including public and private employment, the armed services, churches, and schools.

3.2 We recommend that all public programs designed to reduce or prevent youth violence be developed, implemented, and evaluated with a sensitivity to cultural differences and with the continued involvement of the groups and the communities they are designed to serve. Current programs designed to prevent violence should also be reviewed for their appreciation and integration of diverse cultural perspectives.

4. Television and other media can contribute to the solutions rather than to the problems of youth violence. For more than 4 decades, psychologists and other researchers have investigated and reviewed the best available evidence on the relation between violence in the media and aggressive behavior. Findings have been consistent: Television and other media contribute to children's and youths' involvement with violence as aggressors, victims, and bystanders who support violence. Research investigation of television and other media has also provided some techniques by which the effects of violence in the media may be mitigated through the teaching of critical viewing skills. Finally, evidence indicates that television is an effective and pervasive teacher of children and youth that has the potential, consistent with its new legal obligation to educate and inform children, to make a major contribution to solving the violence problem, rather than contributing to it. Our recommendations on this subject appear in two sections: Recommendations 4.1, 4.2, and 4.3 address public policymakers, and Recommendations 10.1 and 10.2 address the policy-making bodies of the American Psychological Association.

4.1 We call upon the Federal Communications Commission (FCC) to review, as a condition for license renewal, the programming and outreach efforts and accomplishments of television stations in helping to solve the problem of youth violence. This recommendation is consistent with the research evidence indicating television's potential to educate young children and with the legal obligation of broadcast stations to "serve the educational and informational needs of children," both in programming and in outreach activities designed to enhance the educational value of programming. We also call on the FCC to institute rules that would require broadcasters, cable operators and other telecasters to avoid programs containing an excessive amount of dramatized violence during "child viewing hours" between 6 am and 10 pm.

4.2 We ask Congress to support a national educational violence prevention campaign involving television programming and related educational outreach activities to address the dire need for public education to help prevent youth violence in America. This campaign would be based on our best available scientific evidence about which changes will be most effective in helping to prevent violence, and our best educational and media strategies for fostering such change.

4.3 We recommend that the Film Rating System be revised to take into account the violence content that is harmful to children and youth. We also recommend that producers and distributors of television and video programming be required to provide clear and easy to use warning labels for violent material to permit viewers to make informed choices.

5. Major reductions in the most damaging forms of youth violence can be achieved by limiting youth access to firearms and by teaching children and youth how to prevent firearm violence. Youth and guns often are a fatal combination. Although interpersonal violence can occur through a variety of means, the use of firearms has dramatically increased the prevalence of violent death and the severity of violent injury to America's youth. For example, in 1987 firearms accounted for 60% of all homicides in the United States and for 71% of homicides of youth 15 to 19 years of age. For every firearms fatality there were an estimated 7.5 nonfatal injuries. Although national debates about adult access to guns continue, few would advocate that children and youth should have easy access to guns. Nevertheless, children and youth in America generally have widespread, easy, and unsupervised access to firearms, exposure to media portrayals that glorify the use of firearms, and little opportunity to learn how to prevent firearm violence. Without society-wide restrictions it will not be possible to effectively restrict youth access to firearms. Our recommendations on this subject appear in two sections: Recommendations 5.1 and 5.2 address public policymakers, and Recommendation 10.3 addresses the policy-making bodies of the American Psychological Association.

5.1 We support the initiative of the U.S. Public Health Service to reduce weapon-carrying by adolescents.

5.2 We recommend that Congress provide funding for the development, implementation, and evaluation of school-based programs to educate children regarding the prevention of firearm violence and the reduction of both unintentional and intentional death and injury caused by firearms.

6. Reduction of youth involvement with alcohol and other drugs can reduce violent behavior. Violent behavior associated with the use of alcohol commonly accounts for about 65% of all homicides, 40% of an assaults, and 55% of an fights and assaults in the home. In addition, an estimated 10% of homicides occur in the business of trafficking illegal drugs. Alcohol and other drugs are involved in youth violence in several ways. Abuse of alcohol and other drugs by parents has often been associated with violent behavior toward children. Alcohol and use of some other drugs by youth themselves also is associated with increased rates of violence. Youth involvement in the illegal business of drug trafficking is associated with violence. Although our Commission report does not provide a thorough review of this issue, the following recommendations were nevertheless clear.

6.1 We encourage community, school, family, and media involvement in prevention and treatment programs that focus on the links between substance abuse and the prevalence of violence.

6.2 We encourage federal, state, and local agencies to provide funding for such education, prevention, and treatment programs.

7. Psychological health services for young perpetrators, victims, and witnesses of violence can ameliorate the damaging effects of violence and reduce further violence. Research has shown that a history of previous violence is the best predictor of future violence. Actually, a relatively small proportion of the population accounts for much of the serious criminal violence. More than one-half of all crime is committed by 5% to 7% of young people between the ages of 10 and 20. Therefore, it is important to target young violent offenders for a variety of interventions, including cognitive, behavioral, and social skills training, counseling, and therapy. A number of effective and promising programs have been identified for treatment of children and youth who have committed violent offenses or been referred for problems of antisocial, aggressive, and violent behavior. However, too few publicly funded mental health services have been made available for child and family treatment that can help prevent violence.

7.1 We recommend that public mental health services be reallocated so that more services are available for prevention and for early treatment of children and families with problems of aggression and violence.

7.2 We recommend that more treatment programs be developed and increased counselling services for victims be made available to the large numbers of young children and youth who witness high levels of violence in their homes, streets, and schools.

8. Education programs can reduce the prejudice and hostility that lead to hate crimes and violence against social groups. Hate crimes can be committed by individuals or groups, sometimes loosely organized, sometimes more formally organized. Hate crimes can be directed against individuals or groups. Children and youth who appear "different" in any way are more apt to be harassed and victimized by others. Children and youth often victimized include African Americans, Hispanics, Asian and Pacific Island Americans, Native Americans, girls and young women, gays and lesbians, Jews, and those with physical disabilities. There are many competing explanations about the origins of this type of violence, but it is always associated with learned prejudice, group polarization, and hostility.

8.1 We encourage schools, colleges, and universities to adopt human relations education to dispel stereotypes, encourage broader intercultural understanding and appreciation, and reduce the incidence of hate violence. Training in mediation techniques should be provided to community leaders.

8.2 We recommend that effective interventions be developed to help victims of hate violence to recover from attacks.

8.3 We recommend that, in conjunction with these efforts, the U.S. Civil Rights Commission undertake a review of federal antidiscrimination laws, statutes, and regulations regarding race, ethnicity, religion, gender, sexual orientation, and physical disability.

8.4 We recommend that federal, state, and local governments pursue strict enforcement of antidiscrimination laws regarding race, ethnicity, religion, gender, sexual orientation, and physical disability.

9. When groups become mobs, violence feeds on itself. Mob violence may occur under a variety of conditions, including when rising expectations are unfulfilled, when social and economic conditions appear to be worsening, or when injustice is perceived. Often a specific event precipitates the violence. Mob violence may be directed against individuals or groups or may appear to be undirected. In the course of group violence, the members enter into a process of change along a "continuum of destruction." Many of the recommendations previously made are relevant here to address the underlying conditions that encourage mob behavior, including relief from conditions of socioeconomic disadvantage, access to increased opportunities and resources, increased cultural awareness, and reduced discrimination. Whatever the underlying roots of the disturbance, the police are called on to restore control. They are often caught in a dilemma between responding too early and too late, too much and too little. Experience has shown that the participation of community leaders in restoring early control is important.

9.1 We recommend that human relations training for community leaders and police be conducted jointly.

9.2 We recommend that police departments implement or expand their training and community policing efforts, that these efforts include social and cultural sensitivity training, and that increased participation by members of the community be included in these efforts.

10. Psychologists can act individually and in our professional organizations to reduce violence among youth. The Commissioners noted that there were many activities in which psychologists can contribute to the reduction of youth violence, in addition to those already being conducted. Such activities can be carried out through national, state, and local associations and divisions, as well as through individual actions.

10.1 We propose that the American Psychological Association resolution on television violence and children's aggression be modified to cover all the mass media, including film and video as well as television.

10.2 We recommend that the American Psychological Association develop video and other educational materials designed to enhance the critical viewing skills of teachers, parents, and children regarding media violence and how to prevent its negative effects.

10.3 We recommend that the American Psychological Association revise and expand its current policy on handgun control to incorporate the following as APA policy: Support for nationwide restrictive licensing of firearm ownership based on attainment of legal voting age; clearance following a criminal record background check; and demonstrated skill in firearm knowledge, use, and safety. Support for federal, state, and local governments to increase specific legal, regulatory, and enforcement efforts to reduce widespread, easy, and unsupervised access to firearms by children and youth.

10.4 We propose that the American Psychological Association hold a series of training programs for its members on youth violence with special sessions for clinicians and for researchers.

10.5 We recommend that the American Psychological Association take an active role in identifying model interventions that have been demonstrated to be effective in preventing or reducing youth violence. These should be disseminated to professional audiences and to the general public.

10.6 We recommend that psychologists review the research findings presented in this and other reports and provide consultation to community groups interested in implementing programs to prevent youth violence.

10.7 We suggest that psychologists make a coordinated presentation of models of successful violence prevention programs at such workshops as the Vermont Conference on Primary Prevention.

10.8 We recommend that the American Psychological Association sponsor further reviews of influencing factors in violence—for example, gender, ethnicity, psychophysiology, and substance abuse.

10.9 We recommend that the report and recommendations of this Commission on Violence and Youth be presented to Congress, to the U.S. Department of Health and Human Services, to the U.S. Commission on Civil Rights, to the U.S. Department of Justice, and to other relevant agencies.

10.10 We recommend that education and training on youth violence be incorporated into the graduate preparation of psychologists. We also recommend that psychological training programs institute cultural sensitivity courses and training to increase cultural awareness and sensitivity to underrepresented groups that are affected by violence.



What is the Department of Education doing to help Americans keep schools and communities safe?

<http://www.ed.gov/offices/OESE/SDFS/edresp.html>

Safe and Drug-Free Schools National Programs

- Funding to support the National Resource Center for Safe Schools. This center, funded in collaboration with Department of Justice (DOJ), has been established to offer training and technical assistance that will enable schools and communities to create safe school environments;
- Continuation awards for grants to improve the effectiveness of prevention programming for youth;
- A grant to support the Partnerships for Preventing Violence Satellite Training Telecasts. This six-part series, coordinated with the DOJ and Health and Human Services (HHS), takes a cross-disciplinary approach to the complex problem of violence in our schools and communities;
- A grant to support the National Center for Conflict Resolution Education (NCCRE). Funded in collaboration with DOJ, NCCRE provides training and technical assistance nationwide to advance the development of conflict resolution education programs in schools, juvenile justice settings, and youth service organizations and community partnership programs;
- Project SERV (School Emergency Response to Violence). The primary objective of SERV is to help school districts and communities cope with the consequences of major crises through training and TA, identifying best practices, and improving coordination at the Federal, state, and local levels. The Federal role in responding to crises will involve direct funding to school districts and providing schools with a trained Federal project officer to help coordinate the emergency response.

Funding Opportunities

Middle School Coordinator Initiative

The Middle School Coordinator Initiative will allow school districts to hire and train school safety coordinators to improve the quality of drug and violence prevention programming in middle schools. A recent Department study concluded that in order to be well implemented and make an impact on students, prevention programs must have available a prevention coordinator at least half-time, if not full-time. By providing these coordinators in middle schools, this initiative will support early intervention efforts that can make a long-term impact on reducing youth drug use and creating safer schools. The Department will award \$35 million in funds for this initiative through a national grant competition, and will support coordinators to help plan, design, implement, and evaluate successful drug and violence prevention programs for approximately 1/3 of all middle schools in the country.

Safe Schools/Healthy Students Initiative

The Departments of Education, Justice, and Health and Human Services are collaborating to assist schools and communities to enhance and implement comprehensive community-wide strategies for creating safe and drug-free schools and promoting healthy childhood development. To be eligible for funding, applicants must demonstrate evidence of a comprehensive community-wide strategy that has been developed by a community partnership and at minimum consists of six general topic areas: (1) school safety, (2) drug and violence prevention and early intervention programs, (3) school and community mental health prevention and intervention services, (4) early childhood psychosocial and emotional development programs, (5) education reform, and (6) safe school policies.

\$180 million will be awarded in the first year through a single application process. Three-year awards will be made to approximately 50 sites, ranging from up to \$3 million per year for urban school districts, up to \$2 million per year for suburban school districts, and up to \$1 million per year for rural school districts and tribal schools designated as local education agencies by their states.

Safe and Drug-Free Schools Program State and Local Grants

The Department will allocate \$441 million in State formula grant funds to support drug and violence prevention programs in virtually every school district and community in the Nation.

Providing After School Opportunities

The 21st Century Community Learning Centers Program awards grants to rural and inner-city public schools to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. The FY 1999 budget includes a \$200 million expansion, which will provide safe and educational after school opportunities for up to 500,000 children. This increase will give more school-age children in rural and urban communities across the country positive learning opportunities and keep more kids off the streets in the after school hours when most violent juvenile crime occurs.

Encouraging Schools to Adopt School Uniform Policies

School uniforms have been found to be a promising strategy to reduce violence while promoting discipline and respect in school. The Department has encouraged schools to consider adopting school uniform policies by sharing with every school district a school uniform manual prepared by the Department in consultation with local communities and DOJ.

Combating Truancy

Truancy prevention initiatives have been shown to keep more children in school and dramatically reduce daytime crime. The Department issued a manual to every school district nationwide outlining the central characteristics of a comprehensive truancy prevention policy and highlighting model initiatives in cities and towns across the country.

Encouraging Conflict Resolution

The Department and DOJ have developed and distributed 40,000 conflict resolution guides to schools and community organizations, providing guidance on how to develop effective conflict resolution programs.

Enforcing Zero Tolerance for Guns and Other Weapons in Schools

In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" for guns in schools -- if a student brings a gun to school, that student will be expelled for a year. Since the policy's enactment, preliminary estimates show that approximately 6,000 students have been expelled for bringing weapons to schools, and the vast majority of those expulsions involved guns.

Publications

Early Warning, Timely Response: A Guide to Safe Schools (August 1998)

- Provides information on early and imminent warning signs for troubled children, and principles to ensure that signs are not misinterpreted.
- Provides suggestions for developing violence prevention and crisis response plans. Also describes what to do when intervening during a crisis to ensure safety and how to respond in the aftermath of a tragedy.

- Provides action steps for educators, students, and parents to help create safe schools.

1998 Annual Report on School Safety (October 1998)

- Presents a description on the nature and scope of school violence.
- Describes steps that communities can take to develop a comprehensive school safety plan. Also highlights what schools, students, parents, police, businesses, and elected officials can do to create safe learning environments.
- Highlights specific schools and communities doing an exemplary job to create and maintain safe school environments.
- Lists resources for additional information on school safety and crime prevention issues.

Preventing Bullying: A Manual for Schools and Communities (October 1998)

- Provides actions steps for schools, teachers, students, and parents to stop bullying in schools.
- Highlights effective bullying prevention programs and provides resources for further information.

Preventing Youth Hate Crime: A Manual for Schools and Communities (December 1997)

- Provides actions steps for schools, teachers, students and parents to confront and eliminate hate-motivated behavior among young people.
- Highlights effective hate crime prevention programs and provides resources for further information.

MTV Conflict Resolution

- The *Fight for Your Rights: Take a Stand Against Violence CD/Action Guide* consists of music and recorded comments on the subject of violence from best-selling rock, rap, and pop performing artists. It also features educational CD-ROM content created by the National Center for Conflict Resolution Education in conjunction with the US Department of Justice (DOJ).
- One million copies of the *CD/Action Guide* will be manufactured. They will be distributed free of charge to young people over the next nine months via a toll-free number operated by the DOJ and promoted on MTV.

Program Evaluation: What Works?

Expert Panel

The Expert Panel, comprised of prominent scholars and researchers, will review programs designed to address youth substance use and violence prevention. The panel will evaluate programs submitted for review and make recommendations to the Secretary of Education who will announce the program that have been designated as exemplary or promising. Applications for the Expert Panel are due on May 28, 1999. Final designations will be made by August 31, 1999.

Recognition Program

Identifies and honors schools that have implemented programs of demonstrated effectiveness in reducing student drug use, reducing violent behavior, and creating safe and orderly environments for learning.

Excerpts from NMHA News Release October 14, 1999.....

Violence Prevention Center Established

NMHA, NASP Partner to Develop Integrated Programs to Address School Safety

Alexandria, VA (October 14, 1999) The National Mental Health Association (NMHA), in partnership with the National Association of School Psychologists, today announced plans to establish a Violence Prevention Coordinating Center to help communities across the country reduce school violence and promote healthy child and family development. The Center is funded through the Department of Health and Human Services, the Department of Education and the Department of Justice.

"Recent school shootings like the one in Columbine really drive home the importance of our children's safety," says Michael Faenza, NMHA's president and CEO. "But the truth is that violence happens everyday in our communities, schools, and homes. By investing in healthy and resilient children, the federal government is really investing in the future."

NMHA's Violence Prevention Coordinating Center will provide information to the general public and intensive technical assistance to two groups of federal grantees: the 54 communities that received the \$100 million Safe Schools/Healthy Students grants announced by President Clinton last month and the 40 agencies sharing the \$5.6 million School Action Grants announced this week. Both programs focus on implementing prevention and early intervention programs to help build resiliency in students, promote healthy choices, and decrease the risks associated with violence and substance abuse.

"We know that school and community based-prevention works," says Faenza. "Now, we have the opportunity to ensure that these mental health programs are available to a larger number of children and families."

The Violence Prevention Coordinating Center will draw on the strength and expertise of leaders in mental health, violence, substance abuse, child and family development, education, cultural competence and program management. These groups--including the Center for the Prevention of School Violence, the National Organization of Black Law Enforcement Executives, the Federation of Families for Children's Mental Health, the Society for Community Research and Action, and Developmental Research and Programs--will serve as advisors, trainers, consultants, and partners in the program. The Center will also utilize the programs and practices, staff liaisons to broker specialized consultation services, and ongoing conferences and distance-learning events to share proven prevention and education strategies.

"Keeping children safe takes a community effort," says Faenza. "Our goal is to ensure that children and families have somewhere to turn, and the Center will help build that capacity in local communities."

The Safe Schools/Healthy Students grants, awarded by the same **federal departments** that are **funding the Center**, enable local education agencies to **develop and implement comprehensive, integrated** community strategies in partnership with local family, mental health, law enforcement, and justice services. The two-year School Action Grants, from the Center for Mental Health Services and the Center for Substance Abuse Treatment, focus on prevention and early-intervention programs for children and youth at risk of violence.

The National Association of School Psychologists, a professional association representing 21,000 members, promotes educationally and psychologically healthy environments for all children.

Alexandria, VA (December 3, 1999) Two mental health professionals with years of experience in prevention and school psychology will lead the National Mental Health Association's (NMHA) newly created Safe Schools/Healthy Students Action Center. Larry Sullivan, Ph.D., will be the Center's Director and act as liaison to its federal partners. Sandy McElhaney, M.A., assistant director for operations, will be responsible for strategic planning and day-to-day management of the violence prevention initiative.

Dr. Larry Sullivan is the former assistant executive director for professional relations at the National Association of School Psychologists (NASP). He holds a Doctorate in School Psychology from Kent State University, a Master's degree in Psychology from Duquesne University, and a Master's degree in Philosophy from the Dominican School of Philosophy.

Sandy McElhaney has more than ten years experience in directing mental health and violence prevention programs for the National Mental Health Association. She holds a Master's degree in Community Counseling from the University of Maryland and a Bachelor of Arts, Magna cum Laude, in Psychology from the University of Maryland. McElhaney has published several books on prevention including Violence in Homes and Communities: Prevention, Intervention and Treatment and NMHA's Getting Started in Prevention series.

The Safe Schools/Healthy Students Action Center helps communities across the country reduce school violence and promote healthy child and family development. The center, led by NMHA in partnership with NASP, is funded by the U.S. Departments of Health and Human Services, Education, and Justice.

Established in 1909, the National Mental Health Association is America's oldest mental health advocacy organization with 340 affiliates nationwide. NMHA is dedicated to improving understanding, treatment and services for adults and children with mental health needs.

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Safe and Drug-Free Schools

Safe Schools/Healthy Students Initiative

Purpose

The purpose of the "Safe Schools/Healthy Students" coordinated grant initiative is to help school districts and communities develop and implement comprehensive community-wide strategies for creating safe and drug-free schools and for promoting healthy childhood development so that students can grow and thrive without resorting to violence or other destructive behaviors.

How Are Funds Distributed?

The U.S. Department will award three-year grants on a competitive basis. This program would streamline the application process by enabling eligible applicants to apply once for funds from several different agencies (ED, HHS and Justice) that can be used to support a variety of different activities leading to the creation of safer schools. Funds will be available from a single interagency source for three purposes: to hire law enforcement personnel to provide security in schools; for early intervention and prevention programs designed to make schools and students safer and free of drugs; and for mental health services and early childhood development programs.

Grants will be awarded in four categories: urban (up to \$3 million per year per grant), suburban (up to \$2 million per year per grant), rural and tribal (up to \$1 million per year per grant).

Local educational agencies (LEAs) and communities in each of these categories will compete against others in the same category.

Who Should Apply?

The heads of the LEA, local law enforcement agency, and community mental health agency would submit a single application for funding. LEAs are eligible to receive funds for all three purposes. (LEAs may directly receive law enforcement funds only if the LEA has authority to hire "sworn law enforcement personnel." Funds for prevention/early intervention may only be awarded to LEAs.

Meetings, Technical Assistance and Application Workshops

Approximately four workshops will be held in various locations across the country. Dates and locations will be posted, when available, on the website at <http://www.ed.gov/offices/OESE/SDFS>.

Application Timeline

Information on promising drug and violence prevention programs can be found in the publications listed below and are available through the ED Pubs on-line ordering system at <http://www.ed.gov/pubs/edpubs.html> or by calling (877) 4ED-PUBS.

"1998 Annual Report on School Safety" "Applying Effective Strategies" "Preventing Drug Use Among Children and Adolescents (NIDA, 1997)"

Fact sheets and questions - answers for this initiative are available on the U.S. Department of Education website at <http://www.ed.gov/inits/FY99/index.html>.

Contact and Other Sources of Information

Program Director, William Modzeleski, Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education (OESE)

Website: <http://www.ed.gov/offices/OESE/SDFS>

E-mail: safeschla-ed.gov

Fax: (202) 260-7767

For more information, contact:

Ethel Jackson, Safe and Drug-Free Schools Program
Office of Elementary and Secondary Education (OESE)
(202) 260-3954 etheljackson@ed.gov

Safe Schools/Healthy Students Initiative to Target Youth with Comprehensive Services to Prevent Violence & Promote Healthy Development -- April 1, 1999

Excerpted from announcement of the initiative:

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

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

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

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

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

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

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

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



FY 2000 Safe and Drug-Free Schools
Program Funding Opportunities

http://www.ed.gov/offices/OESE/SDFS/All_5.html

▶ **ELEMENTARY SCHOOL COUNSELING DEMONSTRATION PROGRAM**

Summary of Program:

The Department will provide \$20 million to local education agencies to establish or expand counseling programs in elementary schools. Grants will be given to applicants that demonstrate the greatest need for counseling services in the schools served, propose the most innovative and promising approaches, and show the greatest potential for replication and dissemination.

Website: www.ed.gov/offices/OESE/SDFS

Contact: Loretta Riggans at 202-260-2661 or Loretta_Riggans@ed.gov

▶ **ALTERNATIVE STRATEGIES: Grants to Reduce Student Suspensions And Expulsions, and Ensure Educational Progress of Suspended and Expelled Students**

Summary of Program:

This effort will fund projects to enhance, implement, and evaluate strategies to reduce the number and duration of suspensions and expulsions and ensure continued educational progress through challenging course work for students that are suspended or expelled. Eligible applicants under this competition are public and private non-profit organizations and individuals.

Website: www.ed.gov/offices/OESE/SDFS

Contact: Ann Weinheimer (202)708-5939, or e-mail Ann_Weinheimer@ed.gov

▶ **MIDDLE SCHOOL DRUG PREVENTION AND SCHOOL SAFETY PROGRAM COORDINATORS**

Summary of Program:

The Middle School Coordinator initiative will allow school districts to recruit, hire and train full-time school drug prevention and school safety coordinators to improve the quality of drug and violence prevention programs in middle schools. By providing these coordinators in middle schools, this initiative will support early intervention efforts that can have a long-term impact on reducing youth drug use and creating safer schools. Grants will support coordinators to help identify and assist schools in adopting successful research-based drug and violence prevention programs in middle schools across the country. Eligible applicants are local education agencies with significant drug, discipline, or school safety problems in their middle schools.

Website: www.ed.gov/offices/OESE/SDFS

Contact: Deirdra Hilliard at 202-260-2643 or Deirdra_Hilliard@ed.gov

Current OJJDP Funding Opportunities

<http://ojjdp.ncjrs.org/grants/current.html>

Some selections on this page are in Adobe Acrobat format.

If you are not familiar with viewing files in this format please read our instructions on <http://ojjdp.ncjrs.org/adobe.html>

Tribal Youth Program/Mental Health Project

Program Announcement (Word Perfect File)

FY 2000 Application Kit

Juvenile Mentoring Program (JUMP) FY 2000 Discretionary Program Announcement

Federal Register Announcement - Summary
ASCII Text File

Federal Register Announcement - Full Text
ASCII Text File, Adobe Acrobat File

Program Announcement
Adobe Acrobat File, HTML File

FY 2000 Application Kit

The program announcement is also available via Fax-on-Demand. Call the Juvenile Justice Clearinghouse at 1-800-638-8736, select option 1 and then option 2, and listen for instructions. The order number for the Program Announcement is 9126.

Mental Health and Juvenile Justice: Building a Model for Effective Service Delivery

ASCII Test File

Please use the OJJDP Application Kit for FY 2000 at http://ojjdp.ncjrs.org/grants/2000_app_kit/index.html to apply for these funding opportunities.

The Youth Violence Prevention Cooperative Agreement

Aimed to promote the prevention of youth violence and suicide to enhance healthy youth development, The Youth Violence Prevention Grant Program is designed to complement the much larger Safe School/Healthy Student Initiative. This is a collaborative effort of the Department of Health and Human Service, Education and Justice. For the program, potential grantees must show evidence of a formal partnership (s) with:

- **local education agencies;**
- **local public mental health authorities**
- **local law enforcement agencies**

The Youth Violence Prevention Grant Program engages other organizations to address the issues of promoting healthy development, enhancing resilience, and preventing violence and substance abuse through the use of programs which have an evidence base. The goals of this cooperative agreement are to build and implement:

- **Community -wide understandings of youth violence**
- **Real sustainable community-wide, intensive collaborations to address this public health crisis**
- **Sustainable evidence-based youth and family service program.**

This program solicits applications from organizations which lead/facilitate intensive, community-wide collaborations to address healthy youth development, enhance youth resilience, and prevent youth violence, suicide, substance abuse and other problem behaviors. Applications may be submitted by domestic non-governmental nonprofit and for-profit entities; public or private educational systems, institutions, and agencies; Tribal government units and organizations; and community-based organizations, such as advocacy organizations, community-based health, mental health and social service organizations, parents and teachers associations, consumer and family groups, and minority serving organizations. It is estimated that \$4.1 million per year will be available to support 27-40 awards under this grant. Awards will range from a minimum of \$50,000 to a maximum of \$150,000 in total costs (direct + indirect) each year of the award. Actual funding levels will depend upon the availability of appropriated funds. It is expected that of the total number of awards made four grants totaling up to \$600,000 will be awarded to organization proposing programs on the prevention of youth suicide.

***For more information or assistance call: (301) 443-1334 or (301) 443-7790
Or to download an application visit: www.mentalhealth.org/specials/schoolviolence/index.htm***

More Resource Aids on Violence Prevention and Safe Schools

- A. Selected References
- B. Agencies, Organizations, Advocacy & Internet Sites
- C. Consultation Cadre List



Violence Prevention and Safe Schools: Selected References

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(1998). Drug Strategies, 2445 M St., NW, Suite 480, Washington, DC 20037 Phone: (202) 663-6090 Fax: (202) 663-6110

SAVVY Violence Protection Program

SAVVY(Students Against Violence & Victimization of Youth), 1995. Mary-Ellen Mess, Project Director; Teen Power House, School-Based Youth Service Program; Phone: 201-982-6200

School Bullying and Victimization

U.S. Department of Justice, U.S. Department of Education and Pepperdine University (1995). National School Safety Center, Pepperdine University, Malibu, CA 90263; Phone: (805) 373-9977.

Second Step Youth Violence Prevention Programs

(1998) Committee for Children, Second Step Youth Violence Prevention Programs, 2203 Airport Way S. Suite 500, Seattle, WA 98134-2027. Phone: (800) 634-4449 Fax: (206) 343-1445 website: <http://www.cfchildren.org/violence.htm>

Teach Your Children Well: Elementary Schools and Violence Prevention.

Denise Gamache & Sarah Snapp (1995). In: *Ending the cycle of violence: Community responses to children of battered women*. Einat Peled, Peter G. Jaffe, Jeffrey L. Edleson, Eds. Sage Publications, Inc, Thousand Oaks, CA, US. 1995. p. 209-231.

Violence in Schools: How to Proactively Prevent and Defuse It

J.L. Curcio & P.F. First (1993). Corwin Press, Inc.; A Sage Publications Company; 2455 Teller Rd; Newbury Park, CA, 91320

III. School-Community Partnerships

Community Influences on School Crime and Violence.

J. Menacker, W. Weldon, & E. Hurwitz (1990, April). *Urban Education*, 25 (1), 68-80.

Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings

D. Crawford, & R. Bodine (1996). U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, Washington, DC 20531

Crime Prevention Programs Reduce Youth Violence.

Milton Eisenhower Foundation. (1992). In M.D. Biskup & C.P. Cozic (Eds.), *Youth Violence* (pp.131-139). San Diego, CA: Greenhaven Press.

Developing and Meeting Objectives for School/Community Collaboration.

R. D. Stephens (1994). In R.D. Stephens (Ed.), *Developing strategies for a safe school climate* (pp. 15-16). Westlake Village, CA: National School Safety Center.

Promoting Safe and Secure Schools.

J. Grady (1991, Spring). *School Safety*, 20-21.

Safe Schools: A Handbook for Violence Prevention.

R. D. Stephens (1995). Bloomington, IN: National Educational Service.

Schools and the Prevention of Interpersonal Violence: Mobilizing and Coordinating Community Resources.

Joseph E. Zins, Lawrence Travis, Mark Brown & Art Knighton (1994). *Special Services in the Schools*, 8 (2):1-19.

School Order and Safety as Community Issues.

J. Menacker, W. Weldon, & E. Hurwitz (1989, September). *Phi Delta Kappan*, 71 (1), 39-40, 55-56.

Youth Clubs will Prevent Youth Violence.

Office of Juvenile Justice and Delinquency Prevention (1992). In M.D. Biskup & C.P. Cozic (Eds.), *Youth Violence* (pp. 151-158). San Diego, CA: Greenhaven Press.

IV. Safe-School Planning

Behavioral Intentions: Creating A Safe Environment In Our Schools, Winter 2000.

National Mental Health and Education Center, National Association of School Psychologists.

Broadening the Scope of School Safety.

M. Furlong, R. Morrison, & C. Clontz (1991, Spring). *School Safety*, 8-11.

Creating Caring Relationships to Foster Academic Excellence: Recommendation for Reducing Violence in California Schools.

Prepared by the Advisory Panel on School Violence (1995), 1812 9th Street, Sacramento, CA 95814-7000.

Creating Safe and Drug-free Schools: An Action Guide (1996)

Safe and Drug-Free Schools Program, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-6123

Designing Supportive School Environments

J.R. Nelson & G. Colvin (1996). *Emerging School-Based Approaches for Children with Emotional and Behavioral Problems*, Haworth Press, Inc. Single or multiple copies of this article are available from The Haworth Document Delivery Service: 800-342-9678.

Designing Safer Schools.

T. D. Crowe (1990, Fall). *School Safety*, 9-13.

Developing Strategies for a Safe School Climate.

R. D. Stephens (1994). Westlake Village, CA: National School Safety Center.

Early Warning Timely Response: A Guide to Safe Schools

U.S. Department of Education <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

A Guide to Violence Prevention.

R. Watson (1995, February). *Educational Leadership*, 52 (5), 57-59.

Handbook on Gangs in Schools: Strategies to Reduce Gang-Related Activities

S.R. Lal, D. Lal, & C.M. Achilles (1993). Corwin Press, Inc.; A Sage Publications Company; 2455 Teller Rd; Newbury Park, CA, 91320

Peer Conflicts.

Barbara Sommer. IN: *Crisis counseling, intervention, and prevention in the schools. School psychology.* Jonathan Sandoval, Ed. Lawrence Erlbaum Associates, Inc, Hillsdale, NJ, US. 1988.

Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies.

Ronald D. Stephens (1994). *School Psychology Review*, 23 (2):204-215.

Preventing Chaos in Times of Crisis: ACSA

(1995) Association of California School Administrators, 1517 L Street, Sacramento, California 95814

Preventing Violence: Creating a Safe Schools Infrastructure.

L. D. Gonzalez (1994). Minneapolis, MN: Center for Safe Schools and Communities.

Rebuilding Schools as Safe Havens: A Typology for Selecting and Integrating Violence Prevention Strategies

R. Linqanti, & B. Berliner (1994). Western Regional Center for Drug-Free Schools and Communities.

Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204;
Phone: (503) 275-9500.

Resolving Conflict Successfully: Needed Knowledge and Skills

N.H. Katz & J.W. Lawyer (1994). Corwin Press, Inc.; A Sage Publications Company; 2455 Teller Rd;
Thousand Oaks, CA, 91320

The Role of School Crisis Intervention Teams to Prevent and Reduce School Violence and Trauma

S. Poland (1994). *School Psychology Review*, 23(2), 175-189

Violence Prevention in the Schools: A Review of Selected Programs and Procedures.

J. Larson (1994). *School Psychology Review*, 23 (2), 151-164.

We Can Fight Violence in the School.

B. Z. Friedlander (1993, May). *Education Digest*, 11-14.

Weapons in Schools

(1993) National School Safety Center, Pepperdine University, Malibu, CA 90263;

Phone: (805) 373-9977.

V. Other Statistical Resources on School Violence

The following statistical information from the National Center for Education Statistics (NCES) is available by visiting the websites and downloading reports. For those who do not have internet access, single printed copies or CD-ROMs of publications are free from Ed Pubs until supplies are exhausted. The NCES title, number, and date of publication are needed to order. If you need more than one copy of a publication or supplies have been exhausted, they may be purchased from the Government Printing Office (GPO). Only send money orders to the GPO (Ed Pubs copies are not for sale).

Ed Pubs

PO Box 1318

Jessor, MD 20794-1398

877-433-7827 (toll-free);

Fax: 301-470-1244

-OR-

Government Printing Office

New Orders, Superintendent of Documents

PO Box 371954

Pittsburgh, PA 15250-7954

202-512-1800

Fax (credit card orders only): 202-512-2250

May 1999

NCES #9808

The Redesign of the Schools and Staffing Survey for 1999-2000:
A Position Paper

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=9808>

November 1998 NCES# 1999002

Indicator of the Month: Student Victimization at School

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999002>

October 1998	NCES# 98251	Indicators of School Crime and Safety, 1998 http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98251
March 1998	NCES #98241	Students' Reports of School Crime: 1989 and 1995 http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98241
March 1998	NCES #98030	Violence and Discipline Problems in US Public Schools http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98030
April 1997	NCES# 9709	Status of Data on Crime and Violence in Schools: Final Report http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=9709
October 1995	NCES #95203	Student Strategies to Avoid Harm at School http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95203
October 1995	NCES #95204	Student Victimization at School http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95204

1999 Annual Report on School Safety.

U.S. Department of Education and U.S. Department of Justice

1998 Annual Report on School Safety

U.S. Departments of Education and Justice

1996 National Youth Gang Survey

U.S. Department of Justice

Violence and Discipline Problems in U.S. Public Schools: 1996-1997

U.S. Department of Education Office of Educational Research and Improvement (1998)

VI. Brief Research Syntheses Available from the ERIC Clearinghouses.

A variety of useful documents prepared by the ERIC Clearinghouses are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC. For information on searching for and accessing ERIC documents over the Internet. The following is a brief sampling of ERIC Digests (research syntheses) and documents related to safe schools and violence prevention.

1998	School-Wide Behavioral Management Systems http://ericae.net/edo/ED417515.htm	1992	Increasing Prosocial Behavior of Elementary Students in Grades K-6 Through a Conflict Resolution Management Program http://ericae.net/edo/ED347607.htm
1998	Student Dress Policies http://ericae.net/edo/ED415570.htm	1991	Schools Attack the Roots of Violence http://ericae.net/edo/ED335806.htm
1997	Bullying in Schools http://ericae.net/edo/ED407154.htm	1990	Curriculum and Instruction to Reduce Racial Conflict http://ericae.net/edo/ED322274.htm
1995	School Violence Prevention http://ericae.net/edo/ED379786.htm	1990	Gangs http://ericae.net/edo/ED321419.htm
1994	Gaining Control of Violence in the Schools: A View from the Field http://ericae.net/edo/ED377256.htm	1990	School Security http://ericae.net/edo/ED321343.htm
1994	Gangs in the Schools http://ericae.net/edo/ED372175.htm	1988	The Impact of Conflict Resolution Programs on Schools: A Review and Synthesis of the Evidence http://ericae.net/edo/ED358535.htm
1994	Violence and Young Children's Development http://ericae.net/edo/ED369578.htm		
1992	Getting Serious about Sexual Harassment http://ericae.net/edo/ED347699.htm		

Agencies, Organizations, Advocacy, and Internet Sites

There are many agencies and organizations that help communities and schools create safe environments for children and adults. A few are listed below. This list is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search.

When available, World Wide Web addresses are provided for the agencies and organizations listed. The Internet is a useful tool for finding some basic resources. For a start, try using a search engine, such as Yahoo, and typing in the words "violence," "safety," or "prevention." Frequently if you find one useful Webpage it will have links to other organizations with similar topics of research. (Updated 4/2000)

American Association of School Administrators Safe Schools Planning

1801 North Moore Street, Arlington, VA 22209

(703)528-0700 / fax: (703)841-1543

Website: <http://www.aasa.org> (<http://www.aasa.org/SA/feb9601.htm>)

Description: AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. The four major focus areas for AASA are: (1) Improving the condition of children and youth (2) Preparing schools and school systems for the 21st century (3) Connecting schools and communities (4) Enhancing the quality and effectiveness of school leaders.

AskERIC

Website: <http://ericir.sunsite.syr.edu>

Phone: (800) 464-9107; Fax: (315) 443-5448

Description: AskERIC is a very useful Internet resource that allows you to search the ERIC Clearinghouse. For a discussion of the ERIC Clearinghouses, see the reference section of this introductory packet.

Center for Effective Collaboration and Practice

American Institutes of Research

1000 Thomas Jefferson St., NW, Suite 400

Washington, DC 20007

(202) 944-5300 / Fax: (202) 944-5455

Website: http://www.air-dc.org/cecp/resources/safe&drug_free/main.htm

Description: The Center's mission is to improve services to children and youth with emotional and behavioral disorders, including program information for safe, drug-free, and effective schools for students. The website contains full documents on programs that can be downloaded. Descriptions of ongoing programs in various stages of development are also available.

Center for the Prevention of School Violence

20 Enterprise Street, Suite 2, Raleigh, NC 27607-7375

(919) 515-9397 / Fax: (919) 515-9561

Website: <http://www.ncsu.edu/cpsv/>

Description: The Centers Safe School pyramid focuses on the problem of school violence. It draws attention to the seriousness of school violence and acts as a resource to turn to for information, program assistance and research about school violence prevention.

Center for the Study and Prevention of Violence

Institute of Behavioral Science, University of Colorado at Boulder
Campus Box 442, Boulder, CO 80309-0442
(303) 492-8465 / FAX: (303) 443-3297
Email: cspv@colorado.edu
Website: <http://www.Colorado.EDU/cspv/index.html>

Description: In an effort to establish more complete and valuable information to impact violence-related policies, programs, and practices, CSPV works from a multi-disciplinary platform on the subject of violence and facilitates the building of bridges between the research community and the practitioners and policy makers. CSPV has a threefold mission. First, the Information House serves to collect research literature and resources on the causes and prevention of violence and provides direct information services to the public by offering topical searches on customized databases. Second, CSPV offers technical assistance for the evaluation and development of violence prevention programs. Third, CSPV maintains a basic research component through data analysis and other projects on the causes of violence and the effectiveness of prevention and intervention programs.

Children's Safety Network (CSN)**National Injury and Violence Prevention Resource Center**

Educational Development Center, Inc.
55 Chapel Street, Newton, MA 02458-1060
617/969-7101 / Fax: 617/244-3436
Website: <http://www.edc.org>

Description: This organization and website is designed to provide resources and technical assistance to maternal and child health agencies and other organizations seeking to reduce unintentional injuries and violence to children and adolescents.

Council for Children with Behavioral Disorders

Website: <http://www.ccbd.net>

Description: CCBD is an international professional organization committed to promoting and facilitating the education and general welfare of children/youth with behavioral and emotional disorders. CCBD, whose members include educators, parents, mental health personnel, and a variety of other professionals, actively pursues quality educational services and program alternatives for persons with behavioral disorders, advocates for the needs of such children and youth, emphasizes research and professional growth as vehicles for better understanding behavioral disorders, and provides professional support for persons who are involved with and serve children and youth with behavioral disorders

The Council for Exceptional Children (CEC)

Website: <http://www.cec.sped.org/>

Is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development, advocates for newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

**Department of Education:
Safe and Drug-free Schools Office**

U.S. Department of Education, Office of Educational Research and Improvement
National Library of Education
555 New Jersey Ave. NW, Rm. 214b
Washington, D.C. 20208-5725
(202) 260-3954 / Fax: (202) 219-1817
Website: <http://www.ed.gov/offices/OESE/SDFS>

Description: This program is the Federal government's primary vehicle for reducing violence and drug, alcohol, and tobacco use through education and prevention activities in the nation's schools. The Department of Education's Office for Safe and Drug-free Schools has a website that contains a host of information on policies and programs for promoting safe schools. Several of these documents discuss the issue of safe schools as it pertains to the Goals 2000 educational initiative. They also have publications and many links to other government and private agencies with this focus.

Drug Strategies

2445 M St., NW, Suite 480, Washington, DC 20037
(202) 663-6090 / Fax: (202) 663-6110
Website: <http://www.drugstrategies.org>

Description: Guided by a distinguished advisory panel, Drug Strategies conducts an annual review of Federal drug control spending and identifies promising prevention, education, treatment, and law enforcement programs relevant to safe and drug-free schools.

Educational Resources Information Center (ERIC)

Website: <http://www.accesseric.org:81/>

A national information system designed to provide users with ready access to an extensive body of education-related literature. Educational Resources Information Center Clearinghouse on Counseling and Student Services.

Educational Resources Information Center Clearinghouse on Counseling and Student Services

201 Ferguson Building
University of North Carolina at Greensboro,
School of Education, Greensboro, NC 27402.
Ph: (800) 414-9769 / (336) 334-4114 / FAX:(336) 334-4116

For a list of documents on bullying go to: <http://www.uncg.edu/edu/ericcass/bullying/DOCS/tableoc.htm>
(note: some of these documents are included in this packet)

The HELP (Handgun Epidemic Lowering Plan) Network

Children's Memorial Hospital
2300 Children's Plaza, #88, Chicago, IL 60614
(773) 880-3826 / Fax: (773) 880-6615
Email: cmh-helpnet@nwu.edu
Website: <http://www.helpnetwork.org>

Description: A resource center for organizations and individuals concerned with the growing epidemic of death, disability, and suffering caused by handguns. HELP collects and disseminates related articles, statistics, and slides and can help connect you with other concerned organizations and individuals in your area. The website highlights problems to which handguns contribute and provides news summaries related to guns and youth. Useful handgun disposal information is also provided.

Institute on Violence and Destructive Behavior

Website: www.uoregon.edu/~ivdb/

Intention is to empower schools and social service agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth. Combines community, campus and state efforts to research violence and destructive behavior among children and youth.

Join Together

441 Stuart St., Boston, MA 02116
(617) 437-1500 / Fax: (617) 437-9394
Email: info@jointogether.org
Website: <http://www.jointogether.org>

Description: Join Together is a national resource center for communities working to reduce substance abuse and gun violence. It targets the link between alcohol and drug use and problems in the communities and schools. Their website has public policy news and updates, community action news alerts, discussions of "hot" issues, and funding sources along with a grant deadline calendar.

Keep Schools Safe

Email: sschools@naag.org
Website: <http://www.keepschoolssafe.org/>

Description: A Project of the National Association of Attorneys General and the National School Boards Association. Their purpose is to provide up-to-date information on successful programs and ideas in order to help communities work toward safer schools and devise the most appropriate response to reducing youth violence. We will focus each month on a specific aspect of the youth violence and school safety problems facing communities.

National Alliance for Safe Schools

PO Box 1068, College Park, MD 20741
(301) 935-6063 / Fax: (301) 935-6069
Website: <http://www.safeschools.org>

Description: The National Alliance for Safe Schools is committed to the belief that no child should go to school in fear. It maintains that schools need to "take back the controls" and identify what local issues cause fear and anxiety among both students and teachers. The organization was established to provide technical assistance, training, and research to school districts interested in reducing school-based crime and violence. The website specializes in disseminating information concerning safe schools and violence prevention. They offer online workshops, school security assessments, and they have a library of publications aimed at promoting safe and drug-free schools and communities.

National Center for Conflict Resolution Education

Illinois Bar Center
424 S. Second Street, Springfield, IL 62701
Phone: 217-523-7056 / Fax: 217-523-7066
E-mail: info@nccre.org
Website: <http://www.nccre.org/>

Description: The National Center for Conflict Resolution Education provides training and technical assistance nationwide to advance the development of conflict resolution education programs in schools, juvenile justice settings and youth service organizations and community partnership programs.

The National Crime Prevention Council (NCPC)

1000 Connecticut Avenue, N.W., 13th Floor
Washington, DC 20036-3817
(202) 466-6272 / Fax: (202) 296-1356
Email: shields@mail.ncpc.org
Website: <http://www.ncpc.org>

Description: NCPC's mission is to prevent crime and build safer, more caring communities. NCPC's website includes information on program ideas and examples for violence prevention and community-wide initiatives. It also contains a host of interactive online activities for children and youth, tools for adults, and vital information for teens. A training calendar and tools for building effective programs are also provided. Information contained on the website is also available in Spanish.

National Educational Service

1252 Loesch Road, Bloomington, IN 47404-9107
(812) 336-7700 / fax (812) 336-7790
email: nes@nesonline.com
Website; <http://www.kiva.net/~nes/new/bullyingbook.html>

Description: The Bullying Prevention Handbook: A Guide for Teachers, Principals and Counselors By John Hoover and Ronald Oliver. This handbook provides a comprehensive tool for understanding, preventing, and reducing the day-to-day teasing and harassment referred to as bullying. This collection of effective teaching and counseling models is designed for use by all building-level educators and other professionals involved with disciplinary issues.

National Institute for Dispute Resolution

Conflict Resolution Network
1726 M Street, NW, suite 500, Washington, DC 20036-4502
(202) 466-4764 / Fax: (202) 466-4769
Email: nidr@crenet.org
Website: <http://www.crenet.org>

Description: This organization is dedicated to promoting excellence in conflict resolution through education, innovation, and information resources, providing timely and focused information on effective applications of conflict resolution. The Conflict Resolution Network promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. Their website contains catalogues and a resource guide of programs and practitioners in conflict resolution.

National Resource Center for Safe Schools (NRCSS)

101 SW Main, Suite 500, Portland, OR 97204
(800) 268-2275 / (503) 275-0131 / Fax: 503.275.0444
Website: <http://www.safetyzone.org/>

Description: The National Resource Center for Safe Schools is operated by the Northwest Regional Educational Laboratory and was established with funding from the U.S. Department of Education's Safe and Drug-Free Schools Program and the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. Safe school strategies range from establishing youth courts and mentoring programs to incorporating conflict resolution education into school programming to enhancing building safety, hiring school resource officers, establishing or expanding before and after-school programming and adopting policies and procedures that are consistent, clear, and developed collaboratively by the school community.

National School Safety Center

4165 Thousand Oaks Blvd. Suite 290
Westlake Village, CA 91362
(805) 373-9977 / Fax: (805) 373-9277
Website: <http://nssc1.org>

Description: Created to meet the growing need for additional training and preparation in the area of school crime and violence prevention, the National School Safety Center's aim is to focus national attention on cooperative solutions to problems which disrupt the educational process. Areas of particular focus include: crime, violence, drugs, discipline, attendance, achievement, and school climate. The website provides information on publications, links to statistical sites, and information on training programs regarding school safety.

National Youth Gang Center

Website: <http://www.iir.com/nygc>

Description: Purpose is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. Assists state and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies. Also coordinates activities of the Office of Juvenile Justice & Delinquency Prevention (OJJDP) Youth Gang Consortium -- a group of federal agencies, gang program representatives, and service providers.

North Central Regional Education Lab

1900 Spring Rd., Suite 300, Oak Brook, IL 60521
(800) 356-2735 / Fax: (630) 571-4716
Email: info@ncrel.org
Website: <http://www.ncrel.org>

Description: The goal of the North Central Regional Education Lab is to improve the nation's schools to make them safe and productive places where children can learn and grow. The organization's aim is to strengthen and support schools and communities in systemic change so that all students achieve standards of educational excellence. Their multimedia webpage is part of the North Central Regional Educational Laboratory. It contains a library, online documents related to the promotion of safe schools— from documents pertaining to classroom management and preventative curriculum to system wide and community interventions. Many of the documents have multimedia features that allow you to download lectures and slide shows from experts in the safe schools movement. This site also has links to other relevant sites.

Northwest Regional Educational Laboratory

101 SW Main, suite 500, Portland, OR 97204
(503) 275-9480
Website: <http://www.nwrac.org>

Description: The center provides information about coordination and consolidation of Federal educational programs and general school improvement to meet the needs of special populations of children and youth, particularly those programs operated in the Northwest region through the US Department of Education. The website has an extensive online library containing articles, publications, multimedia and the like. They also have a list of other agencies and advocacy groups that address issues pertaining to, among other things, school safety issues and alcohol and drug abuse. In addition, this site is linked with many other valuable Websites.

Office of Juvenile Justice & Delinquency Prevention (OJJDP)

810 7th Street, NW
Washington, DC 20531
(202) 307-5911 / Fax: (202) 514-6382
Website: <http://ojjdp.ncjrs.org/>

Description: OJJDP provides Federal Leadership through a comprehensive, coordinated approach, to prevent and control juvenile crime and improve the juvenile justice system. The website contains a comprehensive strategy and framework approach to addressing juvenile justice and delinquency. There is a youth involvement page and information on existing safe schools programs and programs in progress.

Oppositional Defiant Disorder Support Group

Website: <http://www.conductdisorders.com/>

Description: This site is a companion site to a wonderful message board filled with personal stories.

Partnerships Against Violence Network (PAVNET) Online

(301) 504-5462
Website: <http://www.pavnet.org/>

Description: Pavnet Online is an interagency, electronic resource on the Internet created to provide information about effective violence prevention initiatives. PAVNET Online is a "virtual library" of information about violence and youth-at-risk, representing data from seven different federal agencies. PAVNET also has online discussion groups, lists of funding sources and resources that service the needs of individual states and local communities. The information in PAVNET Online is available in a 2-volume Partnerships in Violence Resource Guide and on diskette. Call the National Criminal Justice Service for more information: (800) 851-3420.

The Peace Center

Bucks County Peace Centers
102 West Maple Avenue, Langhorne, PA 19047-2820
(215) 750-7220 / Fax: (215) 750-9237
Website: <http://www.comcat.com/~peace/PeaceCenter.html>

Description: The Peace Center's mission is for community peace and social justice. The aim is to educate, empower, and support individuals and organizations efforts to prevent violence, promote peaceful resolution of conflict, and foster inclusive, equitable, and safe communities locally, nationally, and worldwide. The Peace Center's website has an online library covering a variety of anti-violence topics including safe schools. In addition, they also have workshops, training, links to other relevant sites, and a bibliography of books and curriculum that teach tolerance and conflict resolution.

PeaceBuilders

1-877-4-PEACE-NOW / (520) 322-9977 / (520) 322-9983

Email: custrel@heartsprings.org

Website: <http://www.peacebuilders.com>

Description: PeaceBuilders is a long-term, community-based, violence reduction/crime prevention program. It is a program designed to help create an environment that reduces violence and establishes more peaceful ways of behaving, living and working in families, schools, organisations and communities.

Prevention Yellow Pages

Website: <http://austin.tyc.state.tx.us/cfinternet/prevention/search.cfm>

Description: This website provides a worldwide directory of programs, research, references & resources dedicated to the prevention of youth problems and the promotion of nurturing children. Relevant links include information on violence prevention, safety, medication & dispute resolution, and delinquency prevention & intervention.

Safe and Drug-Free Schools Programs Office (ED)

Website: <http://www.ed.gov/offices/OESE/SDFS/>

Description: The Safe and Drug-Free Schools Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools. The program supports initiatives to meet the seventh National Education Goal, which states that by the year 2000 all schools will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment conducive to learning. These initiatives are designed to prevent violence in and around schools, strengthen programs that prevent illegal use of substances, involve parents, and are coordinated with related Federal, State and community efforts and resources.

School-Based Violence Prevention-Intervention Program**UCLA Trauma Psychiatry Program**

Robert S. Pynoos, Director

UCLA Department of Psychiatry and Behavioral Sciences

750 Westwood Plaza, Los Angeles, CA 90024

(310) 206-8973 / Fax: (310) 206-4310

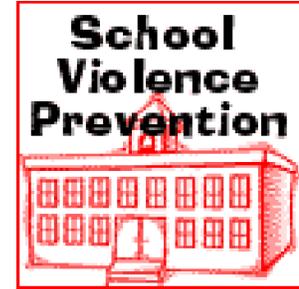
Email: rpynoos@npih.medsch.ucla.edu

Description: The overall goals of this program are to provide early accessible mental health assistance to children and adolescents in order to reduce acute psychological distress, maintain normal developmental maturation and academic performance, and to promote non-violent behavior and a constructive orientation toward the future.

This webpage from KEN (Knowledge Exchange Network... a service of the Center for Mental Health Services)

<http://www.mentalhealth.org/specials/schoolviolence/index.htm>

provides links to the following **School Violence Prevention** sites:



- **Press Release - September 11, 1999**

President Clinton Announces More Than \$100 Million in Community Grants to Prevent Violence Among Youth

- **School Violence Prevention Initiative**

A Preview of the New CMHS School Violence Prevention Program: Enhancing Resilience

- **Resilience**

Status of Research and Research-Based Programs (Updated)

- **Enhancing Resilience (ER)**

Examples of Exemplary/Promising Programs

- **Highlights**

Conference on Mental Health and School Violence, March 4-5, 1999

- **After a Disaster**

A Guide for Parents and Teachers What Teens Can Do

- **Early Warning, Timely Response: A Guide to Safe Schools**

- **Youth Violence Prevention Cooperative Agreement**

Youth Violence Prevention Cooperative Agreement (GFA) SM-00-005 Closes
May 23, 2000

GFA Part II required

References and Resources

PHS5161 Grant Application Form

A Preview of the New CMHS School Violence Prevention Program: Enhancing
Resilience

Examples of Exemplary/Promising Programs

For information or assistance on the Safe Schools/Healthy Students Initiative please call:
(301) 443-1334 or (301) 443-7790

Keeping Schools and Communities Safe

<http://www.ed.gov/offices/OESE/SDFS/safeschools.html>

This webpage from the Department of Education includes links to:

Statements and press releases regarding the Columbine High School shootings and efforts to keep schools safe

- Riley Announces \$34.6 Million in Grants to Train Drug and Safety Coordinators in Middle Schools (September 30, 1999)
- President Clinton Announces More Than \$100 Million In Community Grants to Prevent Violence Among Youth (September 11, 1999)
 - Safe Schools/Healthy Students Initiative Project Sites
- "Safe in Our Schools" Appeared in The Washington Post on August 15, 1999
- Safe Schools, Safe Students Teleconference and Webcast (August 12, 1999)
- April 30 Speech by Secretary Riley -- "Safe Schools, Healthy Schools"
- Statement by President Clinton, April 20, 1999
- Statement by Secretary Riley, April 21, 1999
- President Clinton's Discussion with Students at T.C. Williams High School, April 22, 1999

Statistics

- Report on State Implementation of the Gun-Free Schools Act: School Year 1997-98
- 1998 Annual Report on School Safety | PDF version
- Indicators of School Crime and Safety, 1998 | PDF version
- Violence and Discipline Problems in U.S. Public Schools: 1996-97 | PDF version
- Students' Reports of School Crime 1989 & 1995 | PDF version

Funding

Safe Schools/Healthy Students Initiative

- Federal Register Notice | PDF version
- Application Package (PDF version)

Middle School Coordinator Grant Program

- Federal Register Notice | PDF Version
- Application Package (Downloadable MS Word File) | PDF Version

Publications

- Protecting Students from Harassment and Hate Crime: A Guide for Schools
- Early Warning, Timely Response: A Guide to Safe Schools
- Preventing Youth Hate Crime | PDF Version
- Creating Safe and Drug-Free Schools: An Action Guide
- Conflict Resolution Education | PDF version
- School Uniform Manual

Federal and Federally Supported Organizations

- Safe and Drug-Free Schools Program
- Educational Resources Information Center
- National Resource Center for Safe Schools
- National Center for Conflict Resolution
- Center for Mental Health in Schools
- Center for Effective Collaboration and Practice
- Office of Juvenile Justice and Delinquency Prevention

Non-Federal Organizations

- American Association of School Administrators/Safe Schools Planning
- Center for the Prevention of School Violence
- National Alliance for Safe Schools
- National Association of Attorneys General and National School Boards
- Association "Keep Schools Safe"

Additional Sources of Information



SEARCHING ONLINE

VIOLIT:

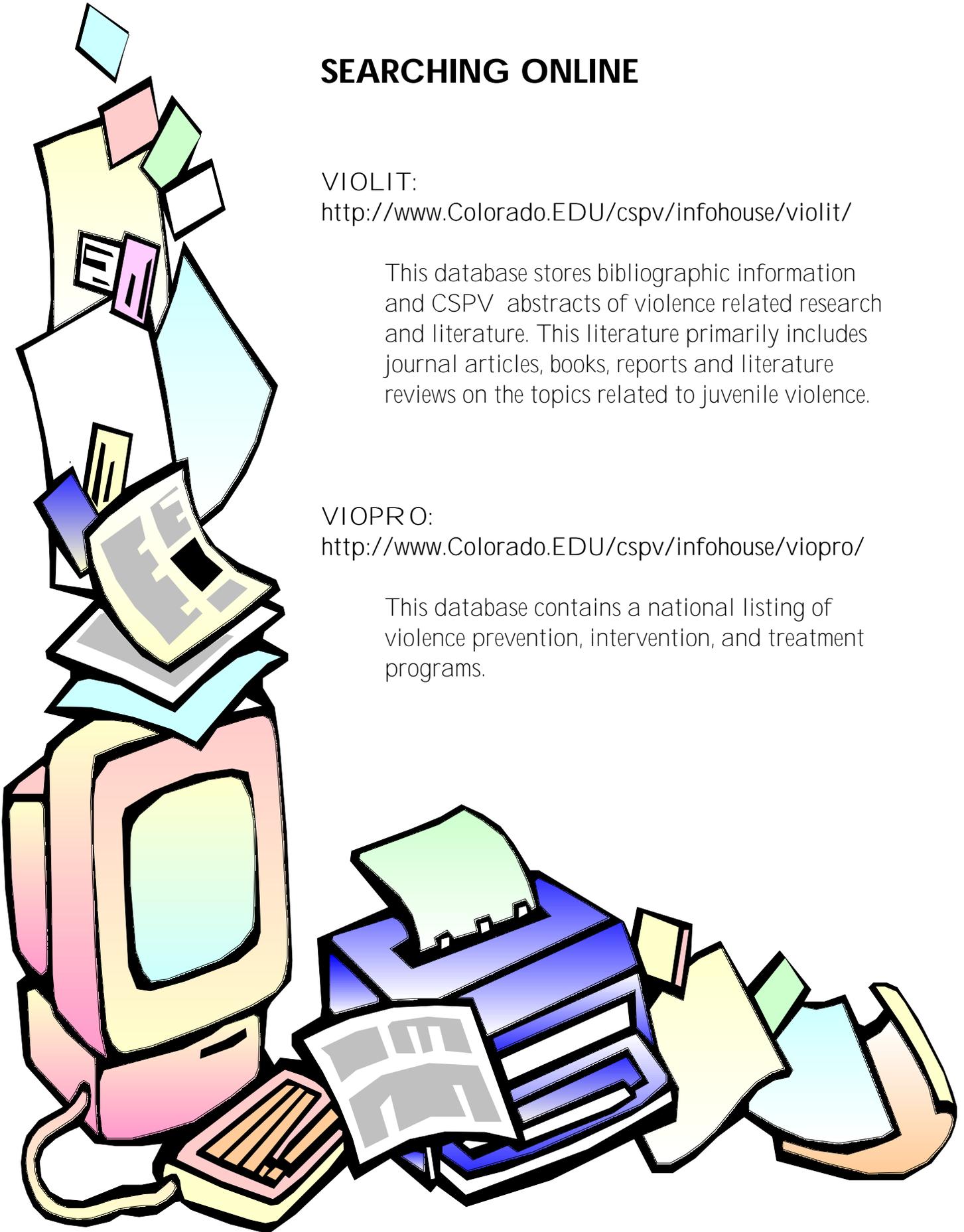
<http://www.Colorado.EDU/cspv/infohouse/violit/>

This database stores bibliographic information and CSPV abstracts of violence related research and literature. This literature primarily includes journal articles, books, reports and literature reviews on the topics related to juvenile violence.

VIOPRO:

<http://www.Colorado.EDU/cspv/infohouse/viopro/>

This database contains a national listing of violence prevention, intervention, and treatment programs.



Violence Prevention and Safe Schools: Consultation Cadre List

Professionals across the country volunteer to network with others to share what they know. Some cadre members run programs, many work directly with youngsters in a variety of settings and focus on a wide range of psychosocial problems. Others are ready to share their expertise on policy, funding, and major system of concerns. The group encompasses professionals working in schools, agencies, community organizations, resource centers, clinics, and health centers, teaching hospitals, universities, and so forth.

People ask how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to facilitate the networking. If you are willing to offer informal consultation at no charge to colleagues trying to improve systems, programs, and services for addressing barriers to learning, let us know. Our list is growing each day; the following are those currently on file related to this topic. Note: the list is alphabetized by Region and State as an aid in finding a nearby resource.

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Also, don't forget to check with

**Our Sister Center:
Center for School Mental Health
Assistance (CSMHA) at
University of Maryland, Baltimore.**

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Phone: 888/706-0980
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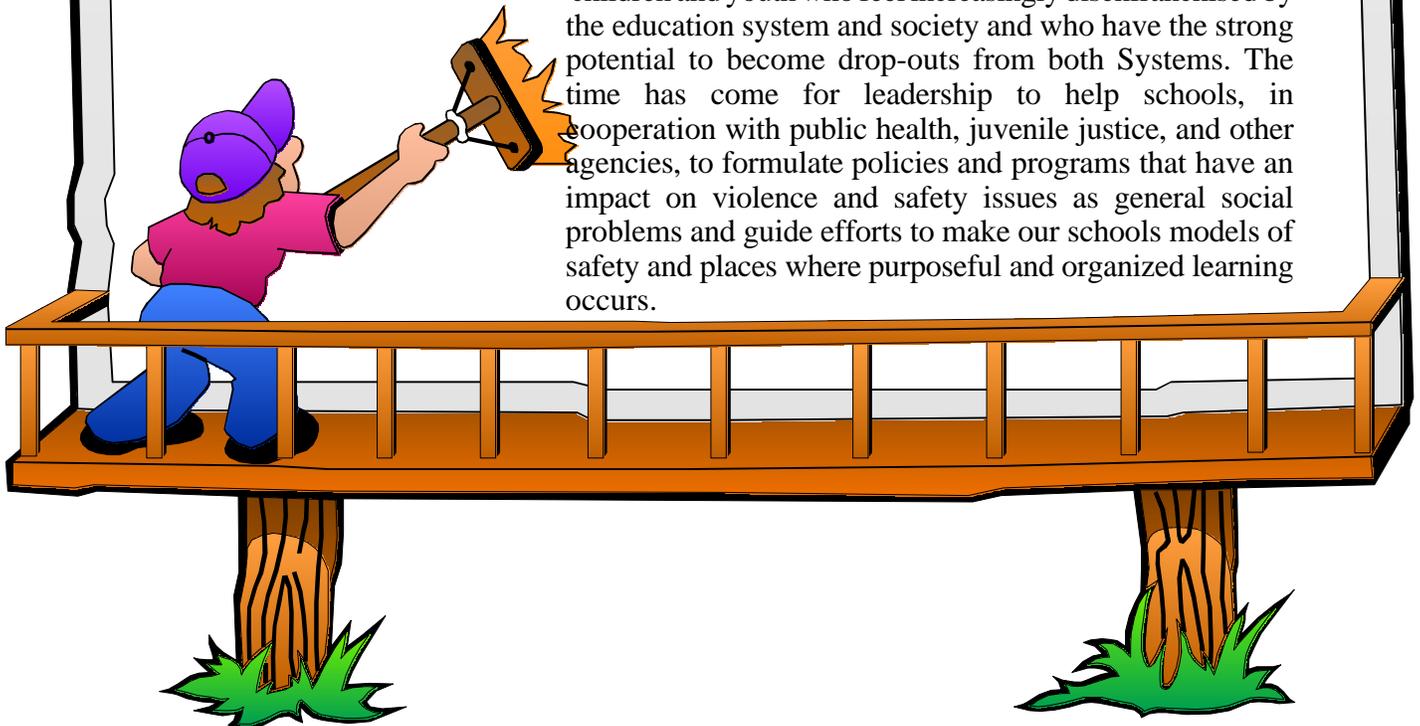


Conclusion

Excerpted from: Report of the Goal Seven Task Force on Defusing a Disciplined Environment Conducive to Learning

Educators and the public seem transfixed by the spectacle of violence that is occurring on a daily basis in our nation's schools. Schools, often thought to be "islands of safety" have been increasingly associated with violent acts. However, recent research has suggested that students view the issue of school violence and school safety in a more multidimensional perspective than just weapon possession and incidents of physical violence. For instance, in a California school safety survey, less than 25% of the junior and senior high students indicated that they had trust in persons at their school. This expanded perspective on school safety suggests that while it is critical to address the Goal 7 issues of violence and drug use in Schools, we must, also be equally concerned with the important issue of establishing schools which promote both physical and psychological safety and ensure an array of disciplined environments conducive to learning. In order to address these compelling issues and assure that every school in America offers a disciplined environment conducive to learning that is free of drugs and violence, the entire community, including families, teachers, students, and parents need to work together. Families and communities have an obligation to be serious about supporting their schools, and should take responsibility for encouraging school attendance and learning. All relevant individuals and groups must acknowledge and act upon their conviction that we can accept no less than for America's schools to provide safe havens which are disciplined, supportive, and challenging environments where students and staff excel.

The failure to address the critical areas represented by Goal 7 will lead to generations of children and youth who feel increasingly disenfranchised by the education system and society and who have the strong potential to become drop-outs from both Systems. The time has come for leadership to help schools, in cooperation with public health, juvenile justice, and other agencies, to formulate policies and programs that have an impact on violence and safety issues as general social problems and guide efforts to make our schools models of safety and places where purposeful and organized learning occurs.





From the Center's Clearinghouse...

Thank you for your interest and support of the Center for Mental Health in Schools. You have just downloaded one of the packets from our clearinghouse. Packets not yet available on-line can be obtained by calling the Center (310)825-3634.

We want your feedback! Please rate the material you downloaded:

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Please indicate which if any parts were more helpful than others.

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If you are receiving our monthly ENEWS, how helpful are you finding it?
Not at all *Somewhat* *Very Much*

Given the purposes for which the material was designed, are there parts that you think should be changed? (Please feel free to share any thoughts you have about improving the material or substituting better material.)

We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

**Send your response to:
School Mental HealthProject,
UCLA Dept of Psychology
405 Hilgard Ave.
Los Angeles, CA 90095-1563**

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

Support comes in part from the Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.

