

Open lines of communication and well-trained, informed teachers are crucial to returning juvenile offenders to mainstream education.

181896

School Safety

UPDATE

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000

Returning to school from incarceration

Mark Twain said, "When a kid turns 13, nail him in a barrel and feed him through a knot hole. When he turns 16, seal up the knot." Many parents and educators concur with Mark Twain. Some face disrespectful children and students who have committed numerous legal offenses prior to incarceration or residential placement. It would be easy simply to lock them up, put them "in a barrel" and hope for the best. One juvenile offender's parent has said, "I've tried everything; nothing works. I wish they would just keep him in jail." This statement is indicative of the feelings and frustrations that parents of juvenile offenders experience. These parents often feel powerless and give up all hope for their children's rehabilitation. In addition, educators are often fearful of juvenile offenders and do not want them in the classroom and in school.

Juvenile offenders are a reality. Juvenile offenders are reachable. Juvenile offenders need an education. Here lies the challenge: What can overcome teachers' prejudices and fears as juvenile offenders are re-integrated into the school environment? What works and what problems exist with the current re-integration process?

A call for collaboration

Open lines of communication among agencies and school personnel must exist in order to establish a comprehensive treatment approach for families and these children. Such open lines can prevent replication of services or, worse yet, lack of services. Juvenile offenders encounter many crises that often require responses from numerous agencies. For

such youth, many things can generate turmoil: the necessity for counseling (both individual and family); mandatory education associated with the disposition of probation; living in fear that tomorrow may not come (as a result of suicide or as a victim of violent crime); perhaps living in a home having a single head of household or nontraditional caregiver; and living in an atmosphere of dysfunction or of domestic violence. Children can become lost in a tangle of bureaucratic agencies that too often withhold information from each other, resulting in fragmented assistance.

There is no single agency or advocate "looking after" the needs of adjudicated youth. Though the information about families and juveniles is usually well-documented, it can be accessed from the various agencies only in convoluted fashion. Educators must often guess about vital missing information such as the therapy the student is receiving, the type of family issues being addressed, the student's probationary status, or clarification of the court-ordered mandates of aftercare that influence schooling, such as attendance and behavior requirements. The time it takes to complete the information puzzle often leads to unnecessary referrals, duplicate services and inaccurate information. Such a hodgepodge of information from innumerable agencies complicates the successful re-integration of juvenile offenders into school settings, often hindering the education process or rendering it ineffective.

To further complicate issues of re-integration, juvenile offenders often arrive at a school setting without any scholastic documentation. As a result, school professionals must sometimes base placement decisions on speculation, then try to anticipate what array of classes may be in the best interest of the student. This lack of documentation delays educational services for the student and forces practitioners to rely on word of mouth for information. An additional problem is that most information is often outdated or tainted by personal prejudices and interpretation. Unraveling complex information tangles is daunting. Phone calls to previous institutions are time-consuming. Those telephoned sometimes refuse to disseminate information, frequently citing confidentiality laws, or they provide sketchy accounts based on memory alone. Moreover, correctional school records forwarded to receiving schools

COVER STORY

are often delayed, thereby adding to the frustrations of working with juvenile offenders. When the lack of agency collaboration is coupled with delayed and inaccurate information, program development for offenders is unpredictable at best. The outcomes for adjudicated youth are thus often inequitable and harmful.

Pre-release strategies

Information accessed by all juvenile practitioners must be reliable and worthwhile. The ultimate goal of information sharing is to increase the probability that juvenile offenders will successfully exit the juvenile system and secure gainful employment in adulthood. A cluster group comprised of specific agencies (e.g., educational, mental health, probation and child protection) is needed. The group provides services or treatment for a family and meets on a regular basis in order to share information and provide services without replication. A school representative (a principal, social worker, counselor or homeroom teacher) typically serves as the chair of the cluster group; all information governing the child is disseminated to that person for sharing with other cluster members. As a result, all people associated with the cluster have access to information, thereby eliminating the mosaic puzzle of collecting information. As additional agencies or other interventions are arranged for assisting the youth, duplicate services can be avoided and appropriate necessary services provided.

If the cluster group is to be effective as an intervention strategy, it must be in place at the onset of problems with the child or family. For youth currently incarcerated or in residential placement, the cluster must be formed in order to establish communication with the school system prior to the youths' release. Major issues include: identification of a chairperson for the cluster group at the school level, adjudication, probation disposition, academic level, placement in a least restrictive environment, therapy needs and method of follow-up.

Educators' concerns for students re-entering a school environment from incarceration focus on the functioning level of the child and his/her academic preparedness. It is not fair for the student to exit a correctional system only to enter a school and be "set up" for failure. For instance, it is extremely difficult for any student to enter classes during the middle of a semester and to succeed academically without prior exposure to the curriculum. Therefore, it is vital that the curricula within juvenile institutions parallel those of the regular school environment and comply with state criteria.

Placement considerations and discussion with the receiving facility should begin long before the student is scheduled to exit the juvenile justice system. Information should

be shared governing therapeutic needs, academic functioning, future educational goals and aftercare conditions that the school will be responsible for monitoring (e.g., school attendance, behavior compliance or therapy attendance).

An alternative school facility should be investigated as the least restrictive environment for a juvenile exiting a correctional institution or residential placement. The smaller pupil-teacher ratio, the individualization and the therapeutic family approach on alternative campuses all provide a fresh start and ease transition into a school environment. Juveniles recount that they feel lost and overwhelmed on large, traditional campuses. Additionally, the level of structure and attention that former adjudicated youths receive in correctional and residential settings is absent on regular campuses, often resulting in disruptive behavior from these youths. An alternative setting also reduces the risk of a child being lost "in the system" without needed support services. Such a setting provides an appropriate environment in which to reduce the level of attention and structure the student has needed and has been accustomed to receiving.

A key factor in easing the re-integration process is a visit by the student to the receiving site. Prior to release, the student should be transported to the receiving school and introduced to the principal and other support staff members. Classroom placement and curricular needs can be addressed at this time. An effective approach is to introduce the student to the receiving teacher, taking into account a match of the student's learning style with the receiving teacher's instructional style.

This advance visit with school personnel is a positive meeting establishing first impressions both about the student and about the school. Such meetings can allay school personnel's fears associated with a juvenile offender re-entering the school setting. If a youth is prepared to be well-groomed, polite and nonthreatening at the interview, s/he is easier to accept than a youth who appears ill at ease. This type of introduction adds to the comfort levels of both student and educators.

Additionally, an individual who has been released from a residential setting or an incarceration facility will need contact with a mentor from the discharging facility for follow-up after placement. Juvenile offenders often experience feelings of abandonment in new settings. A phone call or a visit from a mentor during the first two weeks of transition assists in the success of the student until rapport with new staff and peers has developed. Also recommended are visits by the mentor for up to six months after the student's placement. The goal is to assist and provide support to the youth in transferring skills and behaviors acquired in the old setting to the new setting.

Short-term enrollment strategies

Short-term strategies are usually not only cost-effective but also easy to incorporate into regular or alternative school settings. The constraining element is allocating the time needed to implement these strategies. However, the information gleaned and the possibility for a positive outcome for the juvenile outweigh issues related to the time constraint. Immediate strategies consist of the following: a student admission interview; a review of policies and procedures with a clear explanation of a zero-tolerance zone policy within the school environment; violence elimination contract; parent notification of accountability; assignment of cluster representatives; and identification of target academic, behavioral and vocational goals.

The student admission interview is an essential part of the re-integration process because of the valuable information gained for programming considerations. School employees acquire two types of information. The first is information about the student's performance and perceptions: student likes and dislikes; self-perception; student/parent identified academic and vocational goals; relationships with friends, family and authority figures; past experience with the legal system; adjudication status; mental health concerns/treatment; and individual strengths and weakness.

The second category of information is often acquired incidentally during the admission interview. As the interview proceeds, the interviewer/s can observe who "controls" the family — a parent or the child. Evidence that the child has "control" indicates a problem in the family. The need to add additional cluster members to address family therapy issues can be considered in light of such dysfunction.

A Zero Tolerance Zone (ZTZ) policy must be established and explained to parents and students upon enrollment. A ZTZ policy governs the day-to-day administration of discipline in schools and removes discretionary options from administrators and police, thus eliminating the possibility of unfairness in administering discipline. For instance, disciplinary measures for acts of violence such as fights, threats or bullying will be met with consistent, swift consequences for each individual. Moreover, weapons brought to a school campus will result in criminal charges. Other ZTZ policies govern strict codes of conduct, gang affiliation, dress code violations and contraband.

The best way to communicate the ZTZ policy to parents and students is for staff members to divide the topics covered in the student/parent handbook and either to read or discuss these topics at an enrollment interview. For example, the assistant principal can clarify behavior rules and dress code, while the homeroom teacher or counselor can explain academic performance expectations. Both a written

and a verbal explanation of school policies can ensure understanding and encourage compliance.

Still another method of effective communication is to use a videotape of the student/parent handbook. This strategy is especially beneficial for parents who may be illiterate and for students who are easily distracted or have short attention spans. The videotape must cover all of the rules, policies, dress code, etc. that are specified in writing in the student/parent handbook. An added bonus of using a video is that a sole staff member can use it to review school rules with students when time is scarce.

No matter what method is employed, it is essential that policies, rules, and consequences be clearly explained. Additionally, both the parents and the student should be required to sign a form acknowledging that they have received a copy of the handbook and agreeing that they are accountable for following school policies. This accountability measure is necessary because parents of juvenile offenders often minimize or deny knowledge of policies. Sample wording for parent and student accountability is as follows: "We hereby acknowledge that we have (*read, viewed the video regarding*) the parent and student handbook containing the (*name of school*) policies and procedures. We acknowledge that (*name of student*) should be held accountable for following the rules and regulations contained within." Exact wording should be reviewed and approved by each school district's attorney.

The violence elimination contract is also an effective document for a school to use with all students. The principal, parent and student all enter into the contract. Emphasis is placed on the ZTZ policy for weapons and violence. The contract clarifies the principal's, student's and parent's role and establishes a team process for working with the student. Parent and student are guided through the contract by the principal; students see and hear the responsiveness of the principal and witness the collaborative efforts of school officials, parent and legal authorities (courts and police officers). Next, the student is presented with a clear explanation that weapons and violence will not be tolerated. S/he is asked to cooperate with school officials in this regard. A benefit of this violence elimination contract session is that the principal can use the opportunity to teach a brief strategy lesson to the incoming student. The student can be told what to do if s/he or any peers face a situation that may result in violence or if s/he has knowledge of weapons on campus. The violence elimination contract also calls for a mandatory conflict resolution session with school officials if the student is involved in a violent situation before reporting to his/her new campus.

The third phase of the violence elimination agreement is the call for parent accountability and participation with the

school. Parents are informed that they, too, carry a daily school responsibility: Parents are requested to observe their children daily for dress code adherence and to search for contraband and weapons. Additionally, parents are reminded that it is their responsibility to teach their children about gun safety; parents are asked to keep all weapons that they personally own under lock and key. Finally, the parents agree to attend conflict resolution sessions with school officials if their child is involved in a violent situation. Parents can be taught to use the same skills with their children that school professionals use at school. Therefore, the violence elimination contract also serves as a valuable parent accountability component.

The final step in the enrollment re-integration process is the establishment of academic, behavioral and vocational goals and objectives. If the student is a special education student, an Individual Education Plan (IEP) must be completed. However, if the student does not qualify for special education services, it is still important to complete a similar form called an Individual Service Plan (ISP) for the student. Like the IEP, the ISP addresses goals and objectives for the student in both academics and behavioral expectations. Both the ISP and IEP provide starting points for programming as well as analyzing completion of the plan. These two documents are essential in providing a student's map for success.

Long-range strategies

It is important to discuss curricular concerns specific to the juvenile offender. The curriculum is the main medium that educational practitioners use in working with students. The course of study offered juvenile offenders must address the needs of the student as well as the needs of the community. Problem-solving skills, anger control, social skills, role identification, goal-setting skills and conflict resolution are important concepts to include in programming, along with the traditional functional curriculum of reading, writing and arithmetic. Vocational skills should also be considered, depending upon the age of the student. The goals are to provide the juvenile with employable skills and to have him/her become a functional member of society.

In order to accomplish these goals, the school setting must provide structure and document student behavior and progress toward program completion. Documenting both appropriate and inappropriate behaviors is best accomplished by using a hierarchy of behavior goal attainment: through implementation on an individual basis either in a regular classroom setting or in a special education setting; in a single classroom for all students or in a schoolwide program in an alternative setting. Appropriate individualization is required for each student. A hierarchy that pro-

vides the kind of structure and consistency often associated with residential or incarceration facilities is essential in assisting the student to acquire skills for re-entry into a regular education setting.

The impact of the family on the academic and emotional well-being of a juvenile is crucially important. If the family is not functional, then the risk for student recidivism is significantly greater. Plainly stated, what the school does can be reversed in the home.

Schools must become places that assist in educating families and helping families to obtain necessary services. Periodic family "checkups" should be a requisite of working with juvenile offenders. Checkups should include meetings with the student's cluster group at a minimum of six-month intervals to ensure service and therapy follow-through.

Involvement with gangs appears to be common with many juvenile offenders, especially those juvenile offenders exiting incarceration centers. These juveniles often take the terminology, clothing style, hand signs and graffiti associated with gang affiliation from the institution into the school setting. Whether these juveniles are actually members of a gang or "wannabe" members, the gang influence is nevertheless a reality. Schools are breeding grounds for gang rivalries and gang ranking (recruiting and initiating new members). Adolescents and juvenile offenders searching for identity are easy targets and often fall prey to the tantalizing association of gangs. Gangs can seriously undermine the effectiveness of educational programs that assist the juvenile offender. Therefore, all schools must develop strategies to combat the reality of gangs.

The challenge

Students coming from incarceration or residential placement to the school environment offer challenges for teachers. Educational decisions and treatment for juvenile offenders are frequently hampered by educators' prejudices and fears regarding juvenile offenders. These unaddressed feelings hinder the re-integration process of the juvenile offender into the school setting.

Educating educators about school violence and juvenile offenders is essential to reducing those fears. The core curriculum in university level teacher preparation must equip young teachers with sound pedagogy, appropriate teaching practice and prevention/intervention knowledge useful in working with the full spectrum of students. Open lines of communication and well-trained, informed teachers can make the crucial difference in returning juvenile offenders to mainstream education.

Prepared by Melissa C. Caudle, M.Ed., principal of John Martyn High School in Jefferson, Louisiana.

Classroom success: first step in dropout prevention

Every so often a book title grabs a reader's attention, and a purchase is made in hopes that the title's promise will be fulfilled. Reading *Just Teach Me, Mrs. K.: Talking, Reading, and Writing with Resistant Adolescent Learners* is like observing a master class with a master teacher. Take notes, and be prepared to return to favorite marked passages in order to absorb all the wealth of specific details and instructional pointers.

Too many bright-eyed, eager-to-learn kindergartners become disillusioned junior high and high school youth who leave without graduating. Mary Mercer Krogness details her work with students approaching that crucial decision threshold — adolescents who have, for the most part, learned to perceive themselves as low achievers or failures. In the search for workable dropout prevention programs, school district personnel would do well to examine the specific *whys* that local students drop out. Perhaps many have been "numbed by years of academic pabulum," relinquishing "both their right and their desire to learn."

Throwing out the curriculum is risky, yet Krogness had the freedom to do just that. "The best curriculum becomes useless if students aren't primed to learn. My initial task, then, was to establish the kind of classroom atmosphere that would encourage my students to do their best work."

Establish a good atmosphere (easy enough to say), but Krogness doesn't just breeze through theory. She spends time with the *hows* and *whys* of classroom management, citing numerous examples from her experience. She consistently emphasizes the thought processes of students who are capable but have lost heart, becoming persons "overwhelmed by print" in a world filled with books and papers but no one to facilitate the reading process and the acquisition of language skills.

Krogness' intent to elicit quality work leads her to avoid certain traditional "remedial" means of skill-building. Encouragement for students accustomed to scholastic failure precludes worksheets, the "death sentence" of learning for low- and underachievers. For her students, learning is not accomplished in a vacuum. Learning is as much a social ac-

tivity as an intellectual one, engaging students' imaginations through teaching them how to carry a conversation. Spoken language is the "heart" of language arts and all ultimately successful academic endeavors.

Motivating reluctant students toward outstanding achievements takes long-term vision and flexible planning. Resources for the classroom (monetary and otherwise) are found in a variety of places. Teachers are urged to search within the community "treasure trove of talent" for resources that enrich students' perceptions and link them with the "real life" outside their own school's walls.

Krogness brings a light touch to her narrative, infusing humor into her writing in much the same way as one imagines she does in the classroom. However, the difficulties of teaching reluctant students are in no way glossed over. Anyone reading *Just Teach Me, Mrs. K.* becomes very aware of both the emotional investment such teaching entails and the psychological toll such work can exact. She tells of one class of eighth-graders who were almost her undoing:

I watched the immutable faces of those kids who were most responsible for our class problems but assumed no responsibility for their behavior. For too many years they had hidden behind a negative attitude; their disruptions deflected adult attention from their academic potential and deficiencies. Many resistant kids don't believe that they are worthy of positive attention; others fear the great unknown of success and will do almost anything to avoid achieving it because they fear losing friends.

How does a reluctant learner earn grades other than the standard D or F in a system in which s/he has long given up hope of success? And what honest means of assessment exist for someone four grade levels behind in achievement? Rather than viewing grades as something imposed upon students by adults, students can learn to "internalize the bench marks of excellence and begin to recognize the promise in their own work." One full chapter is devoted to Krogness' methods for measuring and assessing under-achieving students' progress and teaching students how to do the same thing.

Krogness' goal is to bring reluctant learners to view themselves as readers, writers and thinkers. Challenging academics linked with great expectations can pull some students back from the brink.

Just Teach Me, Mrs. K.: Talking, Reading, and Writing with Resistant Adolescent Learners by Mary Mercer Krogness, 1995, 312 pages, is available from Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912.

Offer to expelled or suspended students: Let's make a DEAL!

Jerry Pail, acting principal of Parkland High School, helped create the Disciplinary Educational Alternative Learning Program for suspended/expelled youth in Orefield, Pennsylvania. (Phone: 610/395-2021, ext.30)

As the national policy of zero tolerance for guns in schools begins to take effect, concerned parents and educators throughout the country are seeking to ensure that students expelled or suspended from schools retain the opportunity to continue their education even as they reshape their behavior and values. Parkland School District in Orefield, Pennsylvania offers a new DEAL for such students: Disciplinary Educational Alternative Learning, which opened October 1, 1995.

Sharing a commitment to reduce the likelihood of repeated school suspensions/expulsions, the district superintendent, the acting principal, and the program coordinator for the Allentown Program for Women and Families worked to create this alternative learning environment.

Prior to DEAL's inception, expelled students were required by law to be enrolled in some type of privately run educational program at the school district's expense. Suspended students were typically placed under parental supervision for the duration of their three- to 10-day suspensions. Frequently, however, such students lacked oversight due to parents' work schedules. Student disruptions in the community, unexcused absences from classes, backlogged school assignments and school district budget overruns due to reduced ADA income and costs for alternative programs combined to create a pressing need for change.

The DEAL program represents a community partnership initially funded by a \$75,000 grant from the state of Pennsylvania. Efforts of personnel from Parkland School District, Parkland High School, the Program for Women and Families and the Carbon County Community College resulted in establishing this optional program for suspended/expelled students in grades seven through 12 throughout the school district. Bus transportation is provided by the school district. Free classrooms have been provided by the

college. With the agreement of their parents/guardians, students referred to DEAL by their home school principals must willingly consent to participate and must sign a program contract to begin. They and their parents must complete evaluative questionnaires upon exiting the program.

Approximately 40 percent overall reduction in suspension days occurred in the Parkland School District during the fall of 1995. Comparative October, November and December highs and lows in suspension days for 1994-95 and 1995-96 are respectively: October: 215/114 days; November: 213/88; and December: 172/37.

Objectives for students include the following:

- providing the most appropriate educational setting for expelled/suspended or disruptive students, thus increasing the likelihood of modifying their behavior and facilitating return to the home school;
- creating a positive learning environment offering a range of quality programs and comprehensive counseling based on identified needs;
- assisting students in developing coping skills needed to handle daily interpersonal situations; and
- teaching students who regularly violate school rules to take responsibility for the impact of their actions on others and on the school community.

Daily enrollment ranges from four to 12 students. Programming based on information gathered during the intake interview enables instructors and counselors to tailor instruction to individual needs. Students are counted present each day, whereas in all other such situations, unexcused absences for each day of suspension/expulsion are recorded in the students' permanent records.

Classroom assignments are made daily by individual home school teachers, collected by the student's DEAL instructor and then given to each suspended student so that students can complete assignments at home each morning before students report to the DEAL site for classes from 12:30 to 5:30 p.m. Monday through Friday.

Community service as a type of behavior modification is compulsory for nonviolent suspended students in agencies such as the Boys and Girls Clubs of Allentown, Parkland Community Library, Lehigh Valley Food Bank and the Lehigh and Carbon County College Library.

DEAL coordinator Jerry Pail stresses that DEAL presents a positive alternative for suspended/expelled students. He states that only one referred student has refused to take part in the program since it began. In light of the reduction in suspension days in Parkland School District after the first three months of the program's operation, Pail hopes at-risk students and their parents will continue to respond affirmatively when he urges, "Let's make a DEAL!"

Kentucky circuit court and schools working together

Kentucky Circuit Judge Julia Hylton Adams recently wrote to NSSC regarding programs within Clark and Madison counties that address the needs of youth out of the educational mainstream. Of particular interest is the model of collaboration between the courts and the school systems.

In both Madison and Clark counties early each school year, administrators at each of the schools identify truants and students with behavior problems. The principals send a letter to the identified students and their parents explaining that they will be required to attend a group meeting during school hours to address potential problems and to become informed regarding legal mandates and procedures. As a judge, I meet with these students and parents to answer any questions. This collaborative intervention serves as a preventive measure. The process helps families of at-risk students avoid court involvement and helps keep children in school without unnecessary school absences. The process also involves parents in becoming accountable for their children's improvement.

In Madison County, the Madison County Board of Education and the Kentucky Department for Social Services have collaborated to implement a day treatment program to keep violent children in school settings but out of traditional classrooms. This long-term treatment/educational program enables the school board to maintain a very strict public policy regarding school violence and other inappropriate behavior. Most of the day-treatment students are enrolled by court order, which has a two-fold effect: The court can enforce compliance, and the school board can take a very serious public stand against violence by prosecuting students who exhibit inappropriate behavior.

In Clark County, the board of education set up an alternative school in a separate facility so that high-school age students who are violent and/or chronically disruptive can continue their education without disrupting traditional classrooms. The court requested this alternative and also enters enforcement orders to compel compliance.

In 1984, the court implemented a program called "Sen-

tenced to Read." Essentially, young people ages 14-21 are provided a tutor and are required to attend tutoring sessions. Those students who are not permitted to return to school are tutored and pre- and post-tested for GED certification. Older students also participate in job-skills training and receive part-time employment in local businesses. For younger students, the tutor identifies and addresses specific educational deficiencies. If the child tests at age-level proficiency, the child will be placed at that level upon return to the public school setting. This placement enables children who have not known academic success and who have little hope for educational development to experience personal achievement.

This program is now called "Opportunities Plus" and is directly supervised by the court. The court mandates that both parents and students participate in the program. Once again, the school board can take a firm, inflexible position against school violence by prosecuting violent occurrences while cooperating with the courts to continue the education of student offenders. Expelled students thus have an alternative. This program has been in continuous operation for 12 years and receives much community support.

Through the local 4-H Council, the Clark County court system established the "Esteem Team" program. The courts, social services and the schools worked together using their combined knowledge of the families involved to identify children at particular risk of truancy, delinquency and abuse due to their older siblings' involvement with high-risk behaviors. Workers from 4-H, the court system and the schools met each week with the targeted fourth-graders to work on issues of personal development, community service and parental involvement.

The program slogan, "Be the B.E.S.T. you can be," stands for: **B**elieve in yourself; **E**mpower yourself; **S**tand up for yourself; and **T**rust yourself. Program officials believe that this early intervention and prevention significantly impacts the students' behaviors and empowers these children to avoid the failures manifested by their older siblings. Esteem Team students learn that because the community has invested in them, they need to invest in the community. The Esteem Team program has been recognized by the Kentucky Administrative Office of the Courts as the "Program of the Year."

The Kentucky Education Reform Act has provided for the development of family resource centers. No money has been better spent than the money used to fund these centers. The Madison County school system operates open and comprehensive resource centers that focus on the needs of students and their families. I am persuaded that these resource centers offer our best hope to direct the productive, nonviolent development of children.

NSSC REPORT

Join the NSSC information network

The staff of the National School Safety Center thanks our readers who have taken the time to share information regarding successful programs that reach out to youth outside of the educational mainstream. During the 1995-96 school year, NSSC will continue to spotlight programs throughout the country that serve these young people. NSSC welcomes news of your successful programs. Of particular interest are programs that are working to prevent truancy or dropping out and programs that address the needs of students who have been suspended, expelled or incarcerated and need to be re-integrated into the school setting.

NSSC and the Hawaii Department of Education present **School Safety Leadership "Train the Trainers" Program**, March 6-8, 1996, at the Hilton Hawaiian Village in Honolulu, Hawaii. Key training components include: Safe School Planning, Schoolyard Intimidation/Harassment, School Safety and the Law, School/Police Partnerships and Dealing with Disruptive Youth. Call NSSC at 805/373-9977 for further information or registration materials.

The **Ninth National Youth Crime Prevention Conference** will be held in Miami, Florida, March 20-23, 1996, at

the Crowne Plaza Hotel. This year's conference, "Together We Are Turning Our World Around: Challenging Communities to Prevent Crime," will focus on ways that youth and adults can join forces to reverse the alarming increase in youth violence and build stronger and more resilient crime-free communities. Call the National Crime Prevention Council (202-466-6272, ext. 152) or Youth Crime Watch of America (305/670-2409) for additional information. The program is supported by a wide range of sponsors, including the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

Several hundred researchers and practitioners are expected to meet in Dallas, Texas, June 18-20, 1996, to discuss issues associated with youth gangs. Sponsored by the Institute for Intergovernmental Research's (IIR) **National Youth Gang Center (NYGC)**, the symposium will present promising strategies, research, and past and present trends, such as the growth of gang activity in smaller cities and the alarming rate of homicides involving juveniles. (IIR is funded by a grant from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.) For additional information, please contact the NYGC at 904/385-0600, ext. 259 or 285.

PROPERTY OF

National Criminal Justice Reference Service (NCJRS)
Box 6000
Rockville, MD 20849-6000

NON-PROFIT ORG.
U.S. POSTAGE
PAID
PEPPERDINE
UNIVERSITY

NATIONAL SCHOOL SAFETY CENTER
PEPPERDINE UNIVERSITY
24255 PACIFIC COAST HIGHWAY
MALIBU, CA 90263

represent the official position or policies of the U.S. Department of Justice or Education or Pepperdine University. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product or process described herein. Copyright © 1996 by the National School Safety Center. Executive Editor: Ronald D. Stephens
Editor: June Lane Arnette
Associate Editors: Sue Ann Meador and Margorie Creswell Walsleben
Special Counsel: Bernard James
Business Manager: Jane M. Grady
Contributing Writer: Melissa C. Caudle

The *School Safety Update* is published by the National School Safety Center to communicate current trends and effective programs in school safety. As a component of the NSSC School Safety News Service, the newsletter is published six times each school year: the newsletter is published three times a year in the fall, winter and spring. Annual subscription to NSSC School Safety News Service: \$59.00. Correspondence should be addressed to: NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362. Telephone 805/373-9977, FAX 805/373-9277.
Prepared under Grant No. 85-MU-CX-0003 and funded in the amount of \$1.2 million by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, and the U.S. Department of Education in partnership with Pepperdine University. Points of view or opinions in this document do not necessarily