

E/C
POTUS HAS
SEEN NAN



September 9, 1998

MEMBER OF CONGRESS
WASHINGTON, D.C.

JAMES P. MCGOVERN
3RD DISTRICT, MASSACHUSETTS

E/C NAN
POWERS HAS
SEEN

Dear Mr. President -

Thanks again for coming to
my district. You were a big
hit in Worcester!

Keep on fighting . . .
I'm with you all the way.

With friendship and respect,

Jim McGovern

277594



HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

DONNA M. CHRISTIAN-GREEN
U. S. VIRGIN ISLANDS

September 11, 1998

E/C
NAN
POTUS HAS
SEEN

Dear Mr. President,

Hang tough! You have been a great president and friend to the Virgin Islands, and to the African American Community. We do not desert our friends!

This investigation should not have ever gotten to this point, and it would not have, except that it is not a moral issue, or an issue of misuse of your office, it is purely and simply an attack by the republicans and the right wing, so called "Christian" coalition on a president who was a clear threat to them, and on the great party you lead.

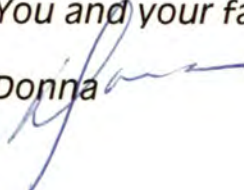
You said you were sorry on August 17th. What else does "I deeply regret it" mean. There are those who want to drag you into the mud so much that they are willing to sacrifice the "Office of President", which should never happen. We need to understand the difference between Bill Clinton and the Office, and while you are apologetic, your task now is to rebuild the dignity of the office not to further demean it.

There may be more you should say, included would be something that would clearly separate your issue from that of the Democrats who are up for election in November, and to continue to urge their election. I also think that the voters need to know the November elections are what this fight is about, more than morals or misuse of office.

We continue to admire Hilary, Chelsea and you too Mr. President. All we ever asked was that you be a good and if possible a great president. We would have preferred that some of the events of your personal life were other than they are, as we might also wish about our own, but nothing can erase the good you have done, and we feel that it is important that you be able to complete the work you have begun.

You and your family remain in our prayers.

Donna



THE PRESEN
3-22-99

- Sperling
- Stein
- Ricchetti

**UNITED STATES
SENATOR JOHN BREAU**

Facsimile Transmission

Return to
PotusTO: President ClintonAttn: Ms.
CurrieFROM: Senator Breau

FAX NUMBER TRANSMITTED TO: _____

DATE: _____

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NUMBER OF PAGES INCLUDING COVER SHEET: 8

RE: Note - For an 11 vote deal,
we could have gotten a 25%
subsidy for drugs

PLEASE DELIVER THIS INFORMATION AS SOON AS POSSIBLE

Copies sent to:

~~Sperling~~
~~Stein~~
Ricchetti

**UNITED STATES SENATE
WASHINGTON, D.C. 20510
(202) 224-4623**

PHOTOCOPY
WJC HANDWRITING

DESCRIPTION OF THE PROPOSAL

Medicare Board:

The Board would provide information to beneficiaries, negotiate with plans, compute payments to plans (including risk, geographic, and other adjustments), and compute beneficiaries premiums (collected via Social Security system as with Part B premiums now). Board approval would be required for plan service areas and benefit package designs.

Benefits:

The standard benefits package specified in law would consist of all services covered under the existing Medicare statute (Medicare covered services). Plans could establish their own rules as to how the benefits would be provided. Board approval would be required for all benefit design offerings and the Board would allow variation only within a limited range as the risk adjusters were proven over time.

Prescription Drugs:

Private Plans

All private plans would be required to offer a high option that included at least the standard benefits package plus coverage for prescription drugs. The minimum drug benefit for high option plans would be based on an actuarial valuation, with standards and examples set by the Board.

Low-Income

The proposal would immediately extend coverage of prescription drugs to qualifying beneficiaries under 135 percent of poverty under Medicaid with full federal funding of the additional cost. That coverage could be provided through high option plans when the premium support system was implemented.

DRAFT

Fee-For-Service

The Health Care Financing Administration (HCFA) would be allowed to contract with or enter joint marketing arrangements with private insurers offering prescription drug benefits. That would allow a public/private high option plan or plans, with HCFA providing coverage for Medicare covered services and its private partner(s) providing coverage for drugs. HCFA's share of the premium in a public/private high option plan would simply be the premium for its standard option plan. In the longer run, HCFA would be allowed to transition the government-run fee-for-service plan to a more private-managed basis overall, possibly with different alternatives available regionally.

Medigap

The National Association of Insurance Commissioners would develop new model plans immediately under a federal directive. All plans would include basic coverage for prescription drugs. One plan would be drug-only. Plans would vary regarding the degree Medicare coinsurance was covered.

Premium Formula Basics:

Beneficiaries would pay 12 percent of the premium for the standard benefits package on average, pay no premium for plans less than about 85 percent of national weighted average, and pay all of the additional premium for plan premiums above national weighted average. (An example of this type of premium schedule was included in the estimate from February 17.)

Although all plans would be available on the national premium schedule, only the cost of standard benefits (Medicare covered services) would count toward the computation of the national weighted average premium. Plans with only a high option would be required to separate out the cost of extra benefits in their submission to the Board for that purpose.

If early versions of the risk adjuster would otherwise fail to prevent excessive premium differences between high and standard option plans, the Board's actuaries could require that differences in premiums reflect the difference in value of benefits offered for private plans with multiple benefit options.

In areas where only the government-run fee-for-service plan operated, the beneficiary obligation would be limited to the lower of 12 percent of the fee-for-service premium or 12 percent of the national weighted average premium.

Fee-for-Service Benefits:

The government-run fee-for-service plan would have a \$380 combined deductible, indexed to the growth in Medicare costs. 10 percent coinsurance would be charged for home health, laboratory services, and certain other services not currently subject to coinsurance. No coinsurance would be charged for inpatient hospital stays and preventive care.

Management of the Government-Run Fee-for-Service Plan:

All plans, private plans and the government-run fee-for-service plan, would compete in the premium support system; all plans would have premiums and would be available on the national schedule. The fee-for-service plan would have a premium like any other plan—it would adjust its premium in subsequent years based on its cost experience.

The proposal recommends that efforts to contain costs in the fee-for-service plan continue. Toward that end, HCFA would be allowed to pursue competitive purchasing strategies in areas where its payments were not appropriate. The estimate assumes that the growth of fee-for-service spending would be moderated somewhat by a combination of HCFA and Congressional efforts. Without some such ongoing savings, the fee-for-service plan could gradually lose its competitive position with private plans

Special Payments (Education, Disproportionate Share, Rural Subsidies):

Under the proposal, federal support for Direct Medical Education (DME) would be carved out of Medicare. DME funding would continue through either a mandatory entitlement or multi-year discretionary appropriation program separate from Medicare. Depending on the nature of the replacement program for DME, the federal budget as a whole might not be affected by the carve out. The proposal would also recommend exploring funding disproportionate share hospitals (DSH) and Indirect Medical Education (IME) outside of the Medicare program and financing those items through a mandatory or multi-year discretionary appropriation program.

Any special payments remaining in Medicare would not be included in premiums for the government-run fee-for-service plan or private plans.

Retirement Age:

The normal age of eligibility would be gradually raised from 65 to 67 to conform with that of Social Security. Congress would develop an exemption process for affected beneficiaries with special needs, such as those unable to work and otherwise get health coverage. Eligibility requirements under that exemption process would not necessarily be the same as the requirements for eligibility based on disability for those under 65, although the waiting period for eligibility based on disability could also be waived or shortened for those affected by the change.

Long-Term Care:

The proposal indicates that long-term care issues should be separated from Medicare (an acute care program). The proposal would require a study of various long-term care issues. The cost estimate does not include any impact on the budget from long-term care items.

Financing:

The proposal would implement a combined trust fund, with guaranteed general revenue funding to grow at the same rate as overall program costs if it otherwise would exceed 40 percent of the program's cost (without further Congressional approval). The initial balance in the combined fund would equal the balance in the Part A and Part B funds at the time of enactment.

Optional Policies:

Extra Subsidies for High Option Plans

An extra subsidy for high option plans equal to 10 (or 25) percent of the average cost of prescription drug benefits in private plans as determined by the Board (via surveys or reporting) would be implemented through the premium schedule.

Carve Out DSH

Like the carve out of DME, carving DSH out of Medicare would not necessarily reduce the federal budget overall.

BUDGETARY IMPACT

Table 1 lays out the estimate in the style of an annual Congressional cost estimate. The savings attributed to the individual policies result from a top-down ordering of the estimate. Premium support was estimated first, in the absence of any other policies. Then the subsequent policies were added one by one—the savings represent the incremental impact of that policy on Medicare spending. Because Medicare spending would be reduced compared with current law, premium collections from beneficiaries would be reduced as well. That is why the impact of the proposal on premiums is displayed as a cost item in the table—lower government premium collections reduce the budget surplus (or increase the deficit).

Excluding the optional items, the proposal would be approximately budget neutral in the 5-year budget window between 2000 and 2004. That is because the new assistance for low-income beneficiaries would begin immediately, while the savings provisions would not be implemented until 2003. Over the 10 years between 2000 and 2009, the proposal would save approximately \$100 billion.

Tables 2-6 show the detailed cost estimate of the March 14 plan in the format developed by the Modeling Task Force. That format was designed to gauge the impact of proposals using many different measures. Because the Part A trust fund would be replaced by a combined fund, tables 2-6 do not show results for the Part A fund under the proposal. Over the longer term, the proposal would reduce the growth of Medicare spending by approximately 1 percent a year. Although the savings would accumulate slowly over time, by 2030 the annual budgetary savings would range from \$500 to \$700 billion.

Table 7 shows the projected impact of a combined trust fund under the proposal, with general revenue funding growing at the same rate as program costs overall. As noted in the February 17 estimate, the growth of Medicare spending slowed significantly in 1998, and will probably remain slow in 1999. Reasons for the slowdown include payment restraints enacted in the Balanced Budget Act of 1997 and efforts to ensure compliance with billing rules spurred by enactment of the Health Insurance Portability and Accessibility Act of 1996 and other laws.

Although those changes will reduce the projected path of Medicare spending in the next few years, they are not likely to slow the long-run growth of spending in the program. Therefore, the 30 year baselines used by the Commission remain appropriate. Because of interest payments, however, trust fund calculations can be greatly affected by short run changes in spending or revenues. Estimates of the expected life of the Part A fund under current law will probably be extended from 2008 or 2009 to 2012 or 2013 by CBO and HCFA in the coming months. To be consistent with the latest estimates, the insolvency date of the combined trust fund in Table 7 should be extended by 3 or 4 years as well, to 2016 or 2017.

BASIS OF THE ESTIMATE AND DISCUSSION

Premium Support

The basic estimate of the premium support plan is largely unchanged from the February 17 estimate. Tying the national average to the cost of Medicare covered services reduces transition costs by a small amount, increasing slightly the savings attributed to premium support. The provision protecting beneficiaries in areas with only one plan from paying more than 12 percent of the cost of that plan or the national weighted average would add slightly to the cost of the proposal.

Requiring all plans to offer a high option plan and allowing the Board to maintain an appropriate price difference between plans' high and standard options until the risk adjuster was proven over time greatly reduces concerns about adverse selection in high option plans.

Benefits

The proposal would maintain the current system where the government-run fee-for-service plan has well defined benefits in law and private plans must cover at least those items. The Board would attempt to create a balance between strict benefit standardization and the flexibility to bring new benefit designs to the market. In any given year, the stricter the standardization of benefits, the easier it would be for beneficiaries to choose plans on price and quality alone. But over time, strict benefit standardization could prevent plans from developing new ways to deliver benefits and testing those innovations in the market.

Low-Income Subsidies

Currently, state Medicaid programs cover drugs for only so-called dually-eligible Medicare beneficiaries, often limiting such coverage to those well under the poverty line. Medicaid covers Medicare premiums and cost sharing for approximately 50 percent of those between the limit of Medicaid dual eligibility and the poverty line. Between 100 and 135 percent of poverty, Medicaid covers Medicare premiums only. The cost of such Medicaid coverage under current law is split between the states and the federal government.

This estimate assumes that the federal government would pay 100 percent of the cost of extending drug coverage to qualifying beneficiaries under 135 percent of poverty via the Medicaid program. (States would continue to be responsible for their share of the cost of drug coverage for dually-eligible beneficiaries.) In addition, the federal government would make grants to the states in amounts set to cover 100 percent of the cost of the extra participation in the current assistance programs (for premiums and cost sharing) that the new drug coverage would cause. The estimate assumes that the participation rate for those under 135 percent of poverty, but not dually eligible, would be 60 percent. Thus the federal government would effectively cover the cost of expanding participation for those not dually eligible but under poverty from 50 to 60 percent, and for those between 100 and 135 percent of poverty from 20 to 60 percent.

Management of the Fee-for-Service Plan

In the short run, the proposal would allow the government-run fee-for-service plan to partner with private plans to offer drug benefits under one high option premium. The estimate assumes that such partnerships would not involve HCFA regulation of that industry. Over the long term, the proposal implies that HCFA should take a more supervisory (and less regulatory) approach to ensuring that a national fee-for-service plan was available to all beneficiaries. Likewise, Congress should take more of an oversight role as opposed to actively managing payment rates and benefit delivery.

The estimate assumes that a combination of HCFA and Congressional initiatives would slow the growth of spending in the fee-for-service program somewhat. That slowdown was explained in the description of the nontraditional estimate of February 17. The estimated impact of the specified cost sharing changes in the fee-for-service plan is shown separately.

Extra Subsidies for High Option Plans

This optional policy would reduce premiums for beneficiaries in high option plans by either 10 or 25 percent of the average cost of drug benefits in private plans, as determined by the Board. This estimate assumed an average cost of \$875 in 2003, growing to \$1,890 by 2013. That is consistent with the expected cost of a lightly managed drug benefit with a \$500 deductible, 25 percent coinsurance, and a \$2,500 out-of-pocket maximum. With a 10 percent subsidy, the estimate assumed that 30 percent of beneficiaries over 135 percent of poverty received the extra subsidy in 2003, and 50 percent were in high option plans by 2013. With a 25 percent subsidy, 40 percent of beneficiaries were assumed to

have chosen high option plans in 2003, and 67 percent were in high option plans by 2013.

Financing

The Part A fund only covers part of Medicare spending, and an act of Congress recently aided the fund simply by transferring a portion of its spending out of Part A into Part B (which is funded mostly by general revenues). Current budget proposals would transfer additional funds from the general Treasury to the Part A fund in order to postpone its insolvency date. Because the Part A fund never covered all of Medicare, and because of the recent and proposed transfers of obligations and funds, the Part A fund no longer adequately summarizes the financial condition of the Medicare program. A combined fund would make it more clear who pays for Medicare and would allow a more transparent discussion of how to aid Medicare's finances.

3/7/99

THE PRESIDENT HAS SEEN

4-22-99

THE WHITE HOUSE
WASHINGTON

660
36A
13D

Bolton

- WWI, WWII, WW, Ethnic Cleansing

Korova - Farts

Wey - ~~SD~~ Human, pol

- Bhagat

- WATO

4-23-99

Phil -

Should we send to NSC?

Yes ☒

No ☐

n.

5/13/99



THE PRESIDENT HAS SEEN

4-28-99

① US - 150M

② 20,000 camp in Alban

③ 20,000 in US

Reg Integ - NATO, OSCE, EU, IFs
- US-EU
Trip to Slovenia 7 Jun

Propaganda

Alb: in perfidious Kos,
kill troops

Alb: go back to K prev. Alb
Denial K → both Serbia & KLA,
take them off out of M.

Prigoria: aff 8 gendres, in alt to
Fazl Bee. since are poor
1 - allow. friends/brothers
gone for in debt their
2 - murderers - US and
3 - Thieves Overkill

Slovenia

1

THE PRESIDENT HAS SEEN

4-28-99

WJC
WJC

PHOTOCOPY
WJC HANDWRITING

PHOTOCOPY
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David C. Driskell, IN MY PLACE, 1992
Encaustic, 30" x 30"
Gregory R. Staley, Photographer



2)

Arthur Brazier, of the Apostolic Church
of God in Chicago. We visit with him
whenever we're there. And during one
of his sermons he said:

Faith is the absolute certainty
that God's promises are true.

I know you can relate to that.

Again, thanks for thinking
of me — and Africa. We both
need a friend like you.

Hope to see you in our favorite
place in August.

Best,
Charlayne

April 28, 1999

Dear POTUS,

THE PRESIDENT HAS SEEN

5-3-99

What a wonderful surprise to
get your letter with the Constitution
article! I was so touched that you
managed to think of me and Africa
with everything else on your plate.
For my part, I'm determined to fight
for space for Africa, even amid the
crises elsewhere. And your letter gives
me even greater incentive.

Meanwhile, you are in our prayers.
Knowing you, you've probably said a few
of your own — more than a few these days.
What I turn to from time to time are
the words of a friend of mine — Bishop

Charlayne Hunter-Gault
Johnnie

President Bill Clinton

Personal



A Time Warner Company

CHARLAYNE HUNTER-GAULT
BUREAU CHIEF / CORRESPONDENT

CABLE NEWS INTERNATIONAL, INC.

Richmond Square
15 Napier Road

Richmond 2092 South Africa
2711.726.4251

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charlayne.huntergault@turner.com

1 From
Date 4/29/98

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DOC			NW

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7 Packaging 6 FedEx Letter/Envelope 2 FedEx Pak 1 Other Packaging

8 Special Handling Not all options available to all destinations

Does this shipment contain dangerous goods? (One box must be ticked) Tick here if goods are not in free circulation and provide C.I. (For EU only)
No 4 Yes (As per attached Shipper's Declaration) 8 Yes (Shipper's Declaration not required)
CA Cargo Aircraft Only
6 Dry Ice Dry Ice, 9, UN 1845 kg.

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FedEx Account No. Exp. Date
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9b Payment - DUTIES AND TAXES PAID BY: *FedEx cannot estimate Customs charges
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WARNING: These commodities, technology or software were exported from the United States in accordance with the Export Administration Regulations. Diversion contrary to U.S. Law prohibited.

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327

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POTUS
Podesta

After you have seen, we will
send to Burkhardt for reply -

ok

and

SHE PRESIDENT HAS SEEN
4-19-99

THE WHITE HOUSE

~~caption~~

Do not use 4/16/99

Get him in position

Mr. President,

Working for you
over the last
7 years has been
the most amazing
experience of my
life. I have seen
the country, learned
so much about politics
and, most importantly,
met my wife
all while working
for you.

I have decided
to take a position
at the Democratic
National Committee.

->

I will be chief
of staff with
most of my time
focused on the
upcoming Presidential
Campaign.

I believe in you and
your policies so
much and feel this
is a great way
for me to help
continue the legacy
you have started.

Thank you for everything.
As my special Craig
Smith said, "remember,
I am only leaving the
building, I am not
leaving the Family."

Please let me know
if you need
anything (especially a
fourth for golf). I will
always be at your service.
Jeff Forbes

copied
Podesta

1

"PRESIDENT" HAS BEEN

4/21/99

THE WHITE HOUSE

Chief of Staff

Jonah
Wick

✓
MR. PRESIDENT:

Tomorrow morning at 10:30 a.m., I am scheduled to speak to the White House Volunteers in room 450, to commemorate National Volunteer Appreciation week (April 19-23rd).

I thought you and Mrs. Clinton might want to consider this audience as an opportunity to speak about today's tragedy in Colorado. As these are mostly elderly volunteers, many of whom have been here for multiple administrations, you could take a moment to thank them for all that they do and hold a moment of prayer for the children and families of Littleton. There would be no press involved.

If you'd like to discuss this tonight, please call me or Doug, otherwise we'll talk to you about it in the morning.

Thanks.

John

PHOTOCOPY
WJC HANDWRITING

JOHN

ABSOLUTELY AGREE @

THE WHITE HOUSE

Chief of Staff

Sandy —

Jim Jones

called to

ask whether the President wanted

a photo op with

the PAN candidate

for Pres. of Mexico.

I told him it was premature. Let me know if you disagree

John

next week

THE WHITE HOUSE
WASHINGTON

5-4-99

Street

Chas. Whithead
Fca Sen Pty wants
me to do a letter then
the summer - I'd like
to try to help -
Hugh Rodham talked
to me about -

TR

copied
Street
Podesta

PHOTOCOPY
WJC HANDWRITING

THE WHITE HOUSE
WASHINGTON

Sandy

5-4-99

WAS SEEN

When an we on
line / what to see?

BC

Copied
Berger
Podolska

PHOTOCOPY
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THE WHITE HOUSE
WASHINGTON

Street

Willie Nelson wants
us to come to Farmville
concert 9/12 - Nissan
Fairlane - Brinton, Va -

Bc

copied
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1

*Blended
to many times
up a counter, it would be more
wider head + end - should be
Pols*

5-3-99



A Guide to Safe Schools

PHOTOCOPY
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Organizations Supporting This Guide

American Association of School Administrators	Federation of Families for Children's Mental Health	National Education Association
American Counseling Association	National Association of Elementary School Principals	National Mental Health Association
American Federation of Teachers	National Association of School Psychologists	National Middle School Association
American School Counselors Association	National Association of Secondary School Principals	National PTA
Council of Administrators of Special Education	National Association of State Boards of Education	National School Boards Association
Council for Exceptional Children		National School Public Relations Association
		Police Executive Research Forum

The full text of this public domain publication is available at the Department's home page at <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html> and in alternate formats upon request. For more information, please contact us at:

U.S. Department of Education
Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, D.C. 20202-2524

<http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

Email: David_Summers@ed.gov
Telephone: (202)205-9043
TDD: (202)205-5465
FIRS 1-800-877-8339,
8 a.m. - 8 p.m., ET, M-F

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Dwyer, K., Osher, D., and Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education.

August 1998



UNITED STATES DEPARTMENT OF EDUCATION

WASHINGTON, D.C. 20202

August 22, 1998

Dear Principal and Teachers:

On June 13, after the tragic loss of life and injuries at Thurston High School in Springfield, Oregon, President Clinton directed the Department of Education and the Department of Justice to develop an early warning guide to help "adults reach out to troubled children quickly and effectively." This guide responds to that Presidential request. It is our sincere hope that this guide will provide you with the practical help needed to keep every child in your school out of harm's way.

America's schools are among the safest places to be on a day-to-day basis, due to the strong commitment of educators, parents, and communities to their children. Nevertheless, last year's tragic and sudden acts of violence in our nation's schools remind us that no community can be complacent in its efforts to make its schools even safer. An effective and safe school is the vital center of every community whether it is in a large urban area or a small rural community.

Central to this guide are the key insights that keeping children safe is a community-wide effort and that effective schools create environments where children and young people truly feel connected. This is why our common goal must be to reconnect with every child and particularly with those young people who are isolated and troubled.

This guide should be seen as part of an overall effort to make sure that every school in this nation has a comprehensive violence prevention plan in place. We also caution you to recognize that over labeling and using this guide to stigmatize children in a cursory way that leads to over-reaction is harmful. The guidelines in this report are based on research and the positive experiences of schools around the country where the value and potential of each and every child is cherished and where good practices have produced, and continue to produce, successful students and communities.

We are grateful to the many experts, agencies, and associations in education, law enforcement, juvenile justice, mental health, and other social services that worked closely with us to make sure that this report is available for the start of school this fall. We hope that you and your students and staff, as well as parents and the community, will benefit from this information.

Sincerely,

Richard W. Riley
Secretary

U.S. Department of Education

Janet Reno
Attorney General

U.S. Department of Justice

CLINTON LIBRARY PHOTOCOPY





Early Warning, Timely Response

A Guide to Safe Schools

Although most schools are safe, the violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. However, if we understand what leads to violence and the types of support that research has shown are effective in preventing violence, we can make our schools safer.

Research-based practices can help school communities—administrators, teachers, families, students, support staff, and community members—recognize the warning signs early, so children can get the help they need before it is too late. This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities:

- **What to look for**—the early warning signs that relate to violence and other troubling behaviors.
- **What to do**—the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs.

Sections in this guide include:

- **Section 1: Introduction.** All staff, students, parents, and members of the community must be part of creating a safe school environment. Schools must have in place approaches for addressing the needs of all children who have troubling behaviors. This section describes the rationale for the guide and suggests how it can be used by school communities to develop a plan of action.
- **Section 2: Characteristics of a School That Is Safe and Responsive to All Children.** Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. This section describes characteristics of schools that support prevention, appropriate intervention, and effective crisis response.
- **Section 3: Early Warning Signs.** There are early warning

signs that, when viewed in context, can signal a troubled child. Educators and parents—and in some cases, students—can use several significant principles to ensure that the early warning signs are not misinterpreted. This section presents early warning signs, imminent warning signs, and the principles that ensure these signs will not be misinterpreted. It concludes with a brief description of using the early warning signs to shape intervention practices.

- **Section 4: Getting Help for Troubled Children.** Effective interventions for improving the behavior of troubled children are well documented in the research literature. This section presents research- and expert-based principles that should provide the foundation for all intervention development. It describes what to do when intervening early with students who are at risk for behavioral problems, when responding with intensive interventions for individual children, and when providing a foundation to prevent and reduce violent behavior.
- **Section 5: Developing a Prevention and Response Plan.** Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what

works. This section offers suggestions for developing such plans.

- **Section 6: Responding to Crisis.** Effective and safe schools are well prepared for any potential crisis or violent act. This section describes what to do when intervening during a crisis to ensure safety and when responding in the aftermath of crisis. The principles that underlie effective crisis response are included.
- **Section 7: Conclusion.** This section summarizes the guide.
- **Section 8: Methodology, Contributors, and Research Support.** This guide synthesizes an extensive knowledge base on violence and violence prevention. This section describes the rigorous development and review process that was used. It also provides information about the project's Web site.

A final section lists resources that can be contacted for more information.

The information in this guide is not intended as a comprehensive prevention, intervention, and response plan—school communities could do *everything* recommended and still experience violence. Rather, the intent is to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.



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Section 1: Introduction

A Guide to Safe Schools

Most schools are safe. Although fewer than one percent of all violent deaths of children occur on school grounds—indeed, a child is far more likely to be killed in the community or at home—no school is immune.

The violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. And while we can take some solace in the knowledge that schools are among the safest places for young people, we must do more. School violence reflects a much broader problem, one that can only be addressed when everyone—at school, at home, and in the community—works together.

The 1997-1998 school year served as a dramatic wake-up call to the fact that guns do come to school, and some students will use them to kill. One after the other, school communities across the country—from Oregon to Virginia, from Arkansas to Pennsylvania, from Mississippi to Kentucky—have been forced to face the fact that violence can happen to them. And while these serious incidents trouble us deeply, they should not prevent us from acting to prevent school violence of any kind.

There is ample documentation that prevention and early intervention efforts can reduce violence and other troubling behaviors in schools. Research-based practices can help school commu-

nities recognize the warning signs early, so children can get the help they need before it is too late. In fact, research suggests that some of the most promising prevention and intervention strategies involve the entire educational community—administrators, teachers, families, students, support staff, and community members—working together to form positive relationships with all children.

If we understand what leads to violence and the types of support that research has shown are effective in preventing violence and other troubling behaviors, we can make our schools safer.

About This Guide

This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools (see Section 8 for a review of methodology and information on how to locate the research). It tells members of school communities—especially administrators, teachers, staff, families, students, and community-based professionals:

- **What to look for**—the early warning signs that relate to violence and other troubling behaviors.
- **What to do**—the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for



troubled children, and to respond to school violence when it occurs.

The information in each section is not intended as a comprehensive prevention, intervention, and response system or plan. Indeed, school violence occurs in a unique context in every school and every situation, making a one-size-fits-all scheme impossible. Moreover, school communities could do **everything** recommended and still experience violence. Rather, this guide is designed to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems—as well as a comprehensive approach to early identification of **all** warning signs that might lead to violence toward self or others. The term “violence” as used in this booklet, refers to a broad range of troubling behaviors and emotions shown by students—including serious aggression, physical attacks, suicide, dangerous use of drugs, and other dangerous interpersonal behaviors. However, the early warning signs presented in this document focus primarily on aggressive and violent behaviors toward others. The guide does not attempt to address all of the warning signs related to depression and suicide. Nevertheless, some of the signs of potential violence toward others are also signs of depression and suicidal risk, which should be addressed through early iden-

tification and appropriate intervention.

Using the Guide To Develop a Plan of Action

All staff, students, parents, and members of the community must be part of creating a safe school environment:

- **Everyone** has a personal responsibility for reducing the risk of violence. We must take steps to maintain order, demonstrate mutual respect and caring for one another, and ensure that children who are troubled get the help they need.
- **Everyone** should have an understanding of the early warning signs that help identify students who may be headed for trouble.
- **Everyone** should be prepared to respond appropriately in a crisis situation.

Research and expert-based information offers a wealth of knowledge about preventing violence in schools. The following sections provide information—what to look for and what to do—that school communities can use when developing or enhancing violence prevention and response plans (see Section 5 for more information about these plans).

We hope that school communities will use this document as a guide as they begin the prevention and healing process today, at all age and grade levels, and for all students.

“Violence is a major concern to parents, students, teachers, and the administration of any school. We have found that our best plan starts with prevention and awareness. At our middle school, the school psychologist, in conjunction with the assistant principal, has developed an anti-intimidation and threat plan. Our school statistics reflect a dramatic decline in violence from the 1996-97 to the 1997-98 school year. We treat each and every student with respect. We are finding that they in turn are demonstrating a more respectful attitude.”

G. Norma Villar Baker,
Principal, Midvale, UT

Section 2: What To Look For

Characteristics of a School That Is Safe and Responsive to All Children

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development.

Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.

- **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children—and they support families in getting the help they need to address behaviors that cause concern.

- **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.

- **Emphasize positive relationships among students and staff.** Research shows that a



"I just recently got out of the hospital. I was a victim of a shooting at my school. I've been teaching for 20 years and I never thought it could happen at my school. Some of the kids knew about it before it happened, but they didn't want to say anything—they have a code of honor and they did not want to tattle tale. But someone has to stand up, someone has to take a stand because, if you don't, then somebody else is going to get hurt."

Gregory Carter, Teacher,
Richmond, VA

positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations—they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

- **Discuss safety issues openly.** Children come to school with many different perceptions—and misconceptions—about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.
- **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual

orientation, physical appearance, or some other factor—both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort—for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity—to establish a climate that demonstrates care and a sense of community.

- **Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.
- **Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.

- **Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.
- **Offer extended day programs for children.** School-based before- and after-school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling, tutoring, mentoring, cultural arts, community service, clubs, access to computers, and help with homework.
- **Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- **Identify problems and assess progress toward solutions.** Schools must openly and objec-

tively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.

- **Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

Research has demonstrated repeatedly that school communities can do a great deal to prevent violence. Having in place a safe and responsive foundation helps all children—and it enables school communities to provide more efficient and effective services to students who need more support. The next step is to learn the early warning signs of a child who is troubled, so that effective interventions can be provided.

"We must avoid fragmentation in implementing programs. The concepts in preventing and responding to violence must be integrated into effective school reform, including socially and academically supportive instruction and caring, a welcoming atmosphere, and providing good options for recreation and enrichment."

Howard Adelman, Professor
of Psychology, University of
California, Los Angeles



Early Warning Signs

Use the Signs Responsibly

It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident—did the child say or do anything that would have cued us in to the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others—certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that—indicators that a student may need help.

Such signs may or may not indicate a serious problem—they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about

a child, but it's not okay to overreact and jump to conclusions.

Teachers and administrators—and other school support staff—are not professionally trained to analyze children's feelings and motives. But they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as school psychologists, social workers, counselors, and nurses. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive

relationships with children and youth—getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, **there is a real danger that early warning signs will be misinterpreted.** Educators and parents—and in some cases, students—can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- **Do no harm.** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors—factors that exist within the school, the home, and the larger

social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.

- **Avoid stereotypes.** Stereotypes can interfere with—and even harm—the school community's ability to identify and help children. It is important to be aware of false cues—including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- **Understand that children typically exhibit multiple warning signs.** It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

"When doing consultation with school staff and families, we advise them to think of the early warning signs within a context. We encourage them to look for combinations of warning signs that might tell us the student's behavior is changing and becoming more problematic."

Deborah Crockett, School Psychologist, Atlanta, GA



Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult—whether it be at home, in school, or in the community—the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes—only trained professionals

should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of ex-

pressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- **Being a victim of violence.** Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways—including possible aggression or violence.
- **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- **Expression of violence in writings and drawings.** Children

and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.

- **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet

Use the Signs Responsibly

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children.





needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice

toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance—when coupled with other factors—may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with gangs.** Gangs that support anti-social values and behaviors—including extortion, intimidation, and acts of violence toward other students—cause fear and stress among other students. Youth who are influenced by these groups—those who emulate and copy their behavior, as well as those who become affiliated with them—may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restrict-

ing, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must **always** be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others—particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, **parents should be informed of the concerns immediately.** School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health. These responses should reflect school board policies and be consistent with the violence prevention and response plan (for more information see Section 5).

Know the Law

The *Gun Free Schools Act* requires that each state receiving federal funds under the *Elementary and Secondary Education Act* (ESEA) must have put in effect, by October 1995, a state law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a firearm to school.

Each state's law also must allow the chief administering officer of the local educational agency to modify the expulsion requirement on a case-by-case basis. All local educational agencies receiving ESEA funds must have a policy that requires the referral of any student who brings a firearm to school to the criminal justice or juvenile justice system.





Using the Early Warning Signs To Shape Intervention Practices

An early warning sign is not a predictor that a child or youth will commit a violent act toward self or others. Effective schools recognize the potential in every child to overcome difficult experiences and to control negative emotions. Adults in these school communities use their knowledge of early warning signs to address problems before they escalate into violence.

Effective school communities support staff, students, and families in understanding the early warning signs. Support strategies include having:

- School board policies in place that support training and ongoing consultation. The entire school community knows how to identify early warning signs, and understands the principles that support them.
- School leaders who encourage others to raise concerns about observed early warning signs and to report all observations of imminent warning signs immediately. This is in addition to school district policies that sanction and promote the identification of early warning signs.
- Easy access to a team of specialists trained in evaluating and addressing serious behavioral and academic concerns.

Each school community should develop a procedure that students and staff can follow when reporting their concerns about a child who exhibits early warning signs. For example, in many schools the principal is the first point of contact. In cases that do not pose imminent danger, the principal contacts a school psychologist or other qualified professional, who takes responsibility for addressing the concern immediately. If the concern is determined to be serious—but not to pose a threat of imminent danger—the child's family should be contacted. The family should be consulted before implementing any interventions with the child. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, the school should act quickly to modify them.

It is often difficult to acknowledge that a child is troubled. Everyone—including administrators, families, teachers, school staff, students, and community members—may find it too troubling sometimes to admit that a child close to them needs help. When faced with resistance or denial, school communities must persist to ensure that children get the help they need.

Understanding early and imminent warning signs is an essential step in ensuring a safe school. The next step involves supporting the emotional and behavioral adjustment of children.

"Being proactive and having the ability to consult and meet with my school psychologist on an ongoing basis has helped create a positive school environment in terms of resolving student issues prior to their reaching a crisis level."

J. Randy Alton, Teacher,
Bethesda, MD

Intervention: Getting Help for Troubled Children

Prevention approaches have proved effective in enabling school communities to decrease the frequency and intensity of behavior problems. However, prevention programs alone cannot eliminate the problems of all students. Some 5 to 10 percent of students will need more intensive interventions to decrease their high-risk behaviors, although the percentage can vary among schools and communities.

What happens when we recognize early warning signs in a child?

The message is clear: It's okay to be concerned when you notice warning signs in a child—and it's even more appropriate to do something about those concerns. School communities that encourage staff, families, and students to raise concerns about observed warning signs—and that have in place a process for getting help to troubled children once they are identified—are more likely to have effective schools with reduced disruption, bullying, fighting, and other forms of aggression.

Principles Underlying Intervention

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of special-

ists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

When drafting a violence prevention and response plan, it is helpful to consider certain principles that research or expert-based experience show have a significant impact on success. The principles include:

- **Share responsibility by establishing a partnership with the child, school, home, and community.** Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools



"Partnerships with local community agencies have created a safer school and community."

Sally Baas, Educator, Coon Rapids, MN

"Students should feel a sense of responsibility to inform someone if they're made aware of an individual who may perform a violent act. They should not feel like they are tattling, but more in the sense of saving someone's life. Students should have a role on the school's violence prevention and response team because they know what points of student life and school to target."

Elsa Quiroga, Graduate of Mount Eden High School and Student, University of California at Berkeley

reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.

- **Inform parents and listen to them when early warning signs are observed.** Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning schoolwide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.
- **Maintain confidentiality and parents' rights to privacy.** Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must

be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties—such as law enforcement officials, trained medical personnel, and other emergency personnel—when responsible personnel determine there is an acute emergency (imminent danger).

- **Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community—teachers, students, parents, support staff—with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.
- **Support students in being responsible for their actions.** Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention initiatives.
- **Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering them-

Tips for Parents

▲ **Parents can help create safe schools. Here are some ideas that parents in other communities have tried:**

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees—on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child—and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child—even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.





"Our school system has created a student services team—including the principal, a special educator, the school psychologist, other behavioral support personnel, the child development specialist, and others—that meets weekly to address safety and success for all students. Our teachers and families have easy access to this team. As part of our plan, we conduct a campus-by-campus risk assessment in coordination with city, county, and state law enforcement agencies. We provide interventions for children who are troubled and connect them and their families to community agencies and mental health services."

Lee Patterson
Assistant Superintendent
Roseburg, OR

selves or others cannot be placed on waiting lists.

- **Make interventions available as early as possible.** Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are both costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.
- **Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful—and may actually do harm.
- **Analyze the contexts in which violent behavior occurs.** School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to

ensure the likelihood that they will be implemented effectively.

- **Build upon and coordinate internal school resources.** In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff—such as special education, safe and drug free school programs, pupil services, and Title I.

Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

Intervening Early with Students Who Are at Risk for Behavioral Problems

The incidence of violent acts against students or staff is low. However, pre-violent behaviors—such as threats, bullying, and classroom disruptions—are common. Thus, early responses to warning signs are most effective in preventing problems from escalating.

Intervention programs that reduce behavior problems and related school violence typically are multifaceted, long-term, and broad reaching. They also are rigorously implemented. Effective early intervention efforts include working with small groups or individual students to provide direct support, as well as linking children and their families to necessary community services and/or

Action Steps for Students

▲ *There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:*

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult—such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as "Students Against Destructive Decisions" and "Young Heroes Program."
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Organize an assembly and invite your school psychologist, school social worker, and counselor—in addition to student panelists—to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan.
- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model—take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult—such as a school psychologist, social worker, counselor, teacher—if you are experiencing intense feelings of anger, fear, anxiety, or depression.





providing these services in the school.

Examples of early intervention components that work include:

- Providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- Teaching the child alternative, socially appropriate replacement responses—such as problem solving and anger control skills.
- Providing skill training, therapeutic assistance, and other support to the family through community-based services.
- Encouraging the family to make sure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools are using to provide early intervention to students who are at risk of becoming violent toward themselves or others.

Intervention Tactic: Teaching Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce an-

tisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

Intervention Tactic: Providing Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team together with the child and family designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community. When multiple services are required there also must be psychological counseling and ongoing consultation with classroom teachers, school staff, and the family to ensure intended results occur. All services—including community services—must be coordinated and progress must be monitored and evaluated carefully.

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be ap-

propriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the *Individuals with Disabilities Education Act* (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn—including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.

Providing Intensive, Individualized Interventions for Students with Severe Behavioral Problems

Children who show dangerous patterns and a potential for more serious violence usually require more intensive interventions that involve multiple agencies, community-based service providers, and intense family support. By working with families and community services, schools can comprehensively and effectively intervene.

Effective individualized interventions provide a range of services for students. Multiple, intensive, focused approaches used over time can reduce the chances for continued offenses and the potential for violence. The child, his or

her family, and appropriate school staff should be involved in developing and monitoring the interventions.

Nontraditional schooling in an alternative school or therapeutic facility may be required in severe cases where the safety of students and staff remains a concern, or when the complexity of the intervention plan warrants it. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Effective alternative programs support students in meeting high academic and behavioral standards. They provide anger and impulse control training, psychological counseling, effective academic and remedial instruction, and vocational training as appropriate. Such programs also make provisions for active family involvement. Moreover, they offer guidance and staff support when the child returns to his or her regular school.

Providing a Foundation To Prevent and Reduce Violent Behavior

Schoolwide strategies create a foundation that is more responsive to children in general—one that makes interventions for individual children more effective and efficient.

Effective and safe schools are places where there is strong leadership, caring faculty, parent and community involvement—including law enforcement officials—and student participation in the design of programs and policies. Effective and safe schools also are places where prevention and intervention programs are based

"Everyone is trained to use consistent language. We remind students to stop and think. Students also know we will always follow through if they make poor behavioral choices. As a result, we have been able to diffuse violent situations."

Annette Lambeth
Assistant Principal
Chester County, PA

"Appropriate behavior and respect for others are emphasized at all times. However, despite our best efforts, unfortunate incidents do occur. When they do, it is our responsibility to provide appropriate support to meet the needs of every child."

Carol S. Parham,
Superintendent of Schools
Anne Arundel County, MD





upon careful assessment of student problems, where community members help set measurable goals and objectives, where research-based prevention and intervention approaches are used, and where evaluations are conducted regularly to ensure that the programs are meeting stated goals. Effective and safe schools are also places where teachers and staff have access to qualified consultants who can help them address behavioral and academic barriers to learning.

Effective schools ensure that the physical environment of the school is safe, and that schoolwide policies are in place to support responsible behaviors.

Characteristics of a Safe Physical Environment

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. Experts suggest that school officials can enhance physical safety by:

- Supervising access to the building and grounds.
- Reducing class size and school size.
- Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- Conducting a building safety audit in consultation with school security personnel and/or law enforcement experts. Effective schools adhere to federal, state, and local nondiscrimination and public safety

laws, and use guidelines set by the state department of education.

- Closing school campuses during lunch periods.
- Adopting a school policy on uniforms.
- Arranging supervision at critical times (for example, in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.
- Having adults visibly present throughout the school building. This includes encouraging parents to visit the school.
- Staggering dismissal times and lunch periods.
- Monitoring the surrounding school grounds—including landscaping, parking lots, and bus stops.
- Coordinating with local police to ensure that there are safe routes to and from school.

In addition to targeting areas for increased safety measures, schools also should identify safe areas where staff and children should go in the event of a crisis.

The physical condition of the school building also has an impact on student attitude, behavior, and motivation to achieve. Typically, there tend to be more incidents of fighting and violence in school buildings that are dirty, too cold or too hot, filled with graffiti, in need of repair, or unsanitary.

Characteristics of Schoolwide Policies that Support Responsible Behavior

The opportunities for inappropriate behaviors that precipitate violence are greater in a disorderly and undisciplined school climate. A growing number of schools are discovering that the most effective way to reduce suspensions, expulsions, office referrals, and other similar actions—strategies that do not result in making schools safer—is to emphasize a proactive approach to discipline.

Effective schools are implementing schoolwide campaigns that establish high expectations and provide support for socially appropriate behavior. They reinforce positive behavior and highlight sanctions against aggressive behavior. All staff, parents, students, and community members are informed about problem behavior, what they can do to counteract it, and how they can reinforce and reward positive behavior. In turn, the entire school community makes a commitment to behaving responsibly.

Effective and safe schools develop and consistently enforce schoolwide rules that are clear, broad-based, and fair. Rules and disciplinary procedures are developed collaboratively by representatives of the total educational community. They are communicated clearly to all parties—but most important, they are followed consistently by everyone.

School communities that have undertaken schoolwide approaches do the following things:

- Develop a schoolwide disciplinary policy that includes a code of conduct, specific rules and

consequences that can accommodate student differences on a case-by-case basis when necessary. (If one already exists, review and modify it if necessary.) Be sure to include a description of school anti-harassment and anti-violence policies and due process rights.

- Ensure that the cultural values and educational goals of the community are reflected in the rules. These values should be expressed in a statement that precedes the schoolwide disciplinary policy.
- Include school staff, students, and families in the development, discussion, and implementation of fair rules. Provide schoolwide and classroom support to implement these rules. Strategies that have been found to support students include class discussions, schoolwide assemblies, student government, and participation on discipline teams. In addition, peer mediation and conflict resolution have been implemented widely in schools to promote a climate of nonviolence.
- Be sure consequences are commensurate with the offense, and that rules are written and applied in a nondiscriminatory manner and accommodate cultural diversity.
- Make sure that if a negative consequence (such as withdrawing privileges) is used, it is combined with positive strategies for teaching socially appropriate behaviors and with strategies that address any external factors that might have caused the behavior.
- Include a zero tolerance statement for illegal possession of

"Everyone follows the same discipline plan. Everyone—including the lunch room workers and custodians—works as a team. There are always times when children forget the rules. But there is immediate intervention by faculty and staff, and even other children. The responsibility is on the students."

**Anna Allred, Parent
Lakeland, FL**

"It is necessary to provide training and support to staff. We have provided inservices on behavior management systems that are effective in regular classroom settings. These inservices have been of great benefit. Numerous schools throughout our district presently use stop and think, conflict resolution, and peer mediation."

**Denise Conrad, Teacher
Toledo, OH**





weapons, alcohol, or drugs. Provide services and support for students who have been suspended and/or expelled.

Recognizing the warning signs and responding with comprehensive interventions allows us to

help children eliminate negative behaviors and replace them with positive ones. Active sharing of information and a quick, effective response by the school community will ensure that the school is safer and the child is less troubled and can learn.

Section 5: What To Do

Developing a Prevention and Response Plan

Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what works.

Creating the Violence Prevention and Response Plan

A sound violence prevention and response plan reflects the common and the unique needs of educators, students, families, and the greater community. The plan outlines how all individuals in the school community—administrators, teachers, parents, students, bus drivers, support staff—will be prepared to spot the behavioral and emotional signs that indicate a child is troubled, and what they will need to do. The plan also details how school and community resources can be used to create safe environments and to manage responses to acute threats and incidents of violence.

An effective written plan includes:

- Descriptions of the early warning signs of potentially violent behavior and procedures for identifying children who exhibit these signs.
- Descriptions of effective prevention practices the school community has undertaken to

build a foundation that is responsive to **all** children and enhances the effectiveness of interventions.

- Descriptions of intervention strategies the school community can use to help troubled children. These include early interventions for students who are at risk of behavioral problems, and more intensive, individualized interventions and resources for students with severe behavioral problems or mental health needs.
- A crisis intervention plan that includes immediate responses for imminent warning signs and violent behavior, as well as a contingency plan to be used in the aftermath of a tragedy.

The plan must be consistent with federal, state, and local laws. It also should have the support of families and the local school board.

Recommendations in this guide will prove most meaningful when the entire school community is involved in developing and implementing the plan. In addition, everyone should be provided with relevant training and support on a regular basis. Finally, there should be a clearly delineated mechanism for monitoring and assessing violence prevention efforts.



Forming the Prevention and Response Team

It can be helpful to establish a school-based team to oversee the preparation and implementation of the prevention and response plan. This does not need to be a new team; however, a designated core group should be entrusted with this important responsibility.

The core team should ensure that every member of the greater school community accepts and adopts the violence prevention and response plan. This buy-in is essential if all members of the school community are expected to feel comfortable sharing concerns about children who appear troubled. Too often, caring individuals remain silent because they have no way to express their concerns.

Typically, the core team includes the building administrator, general and special education teachers, parent(s), and a pupil support services representative (a school psychologist, social worker, or counselor), school resource officer, and a safe and drug-free schools program coordinator. If no school psychologist or mental health professional is available to the staff, involve someone from an outside mental health agency. Other individuals may be added to the team depending on the task. For example, when undertaking schoolwide prevention planning, the team might be expanded to include students, representatives of community agencies and organizations, the school nurse, school board members, and support staff (secretaries, bus drivers, and custodians). Similarly, crisis response planning can be enhanced with the presence of a cen-

tral office administrator, security officer, and youth officer or community police team member.

The core team also should coordinate with any school advisory boards already in place. For example, most effective schools have developed an advisory board of parents and community leaders that meets regularly with school administrators. While these advisory groups generally offer advice and support, that role can be expanded to bringing resources related to violence prevention and intervention into the school.

Consider involving a variety of community leaders and parents when building the violence prevention and response team:

- Parent group leaders, such as PTA officers.
- Law enforcement personnel.
- Attorneys, judges, and probation officers.
- Clergy and other representatives of the faith community.
- Media representatives.
- Violence prevention group representatives.
- Mental health and child welfare personnel.
- Physicians and nurses.
- Family agency and family resource center staff.
- Business leaders.
- Recreation, cultural, and arts organizations staff.
- Youth workers and volunteers.
- Local officials, including school board members and representatives from special commissions.

"Our district initiated a safety task force involving parents, students, teachers, support staff, administrators, and community members to enhance our plan for safety and crisis management. It works."

Richard E. Berry,
Superintendent, Houston, TX

"We need to give attention to the segment of the population that includes bus drivers, secretaries, and cafeteria workers. They are a very important yet often overlooked group of people who can provide support to children."

Betty Stockton
School Psychologist
Jonesboro, AR

Action Planning Checklist

Prevention-Intervention-Crisis Response

▲ What To Look For—Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that:

☐ Are responsive to all children?

▲ What To Look For—Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families:

☐ Understand the principles underlying the identification of early warning signs?

☐ Know how to identify and respond to imminent warning signs?

☐ Are able to identify early warning signs?

▲ What To Do—Intervention: Getting Help for Troubled Children

Does my school:

☐ Understand the principles underlying intervention?

☐ Make early intervention available for students at risk of behavioral problems?

☐ Provide individualized, intensive interventions for students with severe behavioral problems?

☐ Have schoolwide preventive strategies in place that support early intervention?

▲ What To Do—Crisis Response

Does my school:

☐ Understand the principles underlying crisis response?

☐ Have a procedure for intervening during a crisis to ensure safety?

☐ Know how to respond in the aftermath of tragedy?





- Interest group representatives and grass roots community organization members.
- College or university faculty.
- Members of local advisory boards.
- Other influential community members.

The school board should authorize and support the formation of

and the tasks undertaken by the violence prevention and response team.

While we cannot prevent all violence from occurring, we can do much to reduce the likelihood of its occurrence. Through thoughtful planning and the establishment of a school violence prevention and response team, we can avert many crises and be prepared when they do happen.

Responding to Crisis

Violence can happen at any time, anywhere. Effective and safe schools are well prepared for any potential crisis or violent act.

Crisis response is an important component of a violence prevention and response plan. Two components that should be addressed in that plan are:

- Intervening during a crisis to ensure safety.
- Responding in the aftermath of tragedy.

In addition to establishing a contingency plan, effective schools provide adequate preparation for their core violence prevention and response team. The team not only plans what to do when violence strikes, but it also ensures that staff and students know how to behave. Students and staff feel secure because there is a well-conceived plan and everyone understands what to do or whom to ask for instructions.

Principles Underlying Crisis Response

As with other interventions, crisis intervention planning is built on a foundation that is safe and responsive to children. Crisis planning should include:

- Training for teachers and staff in a range of skills—from dealing with escalating classroom

situations to responding to a serious crisis.

- Reference to district or state procedures. Many states now have recommended crisis intervention manuals available to their local education agencies and schools.
- Involvement of community agencies, including police, fire, and rescue, as well as hospital, health, social welfare, and mental health services. The faith community, juvenile justice, and related family support systems also have been successfully included in such team plans.
- Provision for the core team to meet regularly to identify potentially troubled or violent students and situations that may be dangerous.

Effective school communities also have made a point to find out about federal, state, and local resources that are available to help during and after a crisis, and to secure their support and involvement **before** a crisis occurs.

Intervening During a Crisis To Ensure Safety

Weapons used in or around schools, bomb threats or explosions, and fights, as well as natural disasters, accidents, and suicides call for immediate, planned



action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. Thus, the crisis response part of the plan also must include contingency provisions. Such provisions may include:

- Evacuation procedures and other procedures to protect students and staff from harm. It is critical that schools identify safe areas where students and staff should go in a crisis. It also is important that schools practice having staff and students evacuate the premises in an orderly manner.
- An effective, fool-proof communication system. Individuals must have designated roles and responsibilities to prevent confusion.
- A process for securing immediate external support from law enforcement officials and other relevant community agencies.

All provisions and procedures should be monitored and reviewed regularly by the core team.

Just as staff should understand and practice fire drill procedures routinely, they should practice responding to the presence of fire-arms and other weapons, severe threats of violence, hostage situations, and other acts of terror. School communities can provide staff and students with such practice in the following ways:

- Provide inservice training for all faculty and staff to explain the plan and exactly what to do in a crisis. Where appropriate, include community police, youth workers, and other community members.
- Produce a written manual or small pamphlet or flip chart to

remind teachers and staff of their duties.

- Practice responding to the imminent warning signs of violence. Make sure **all** adults in the building have an understanding of what they might do to prevent violence (e.g., being observant, knowing when to get help, and modeling good problem solving, anger management, and/or conflict resolution skills) and how they can safely support each other.

Responding in the Aftermath of Crisis

Members of the crisis team should understand natural stress reactions. They also should be familiar with how different individuals might respond to death and loss, including developmental considerations, religious beliefs, and cultural values.

Effective schools ensure a coordinated community response. Professionals both within the school district and within the greater community should be involved to assist individuals who are at risk for severe stress reactions.

Schools that have experienced tragedy have included the following provisions in their response plans:

- **Help parents understand children's reactions to violence.** In the aftermath of tragedy, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted—to name a few of the common symptoms.
- **Help teachers and other staff deal with their reactions to the crisis.** Debriefing and grief

Crisis Procedure Checklist

▲ *A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:*

- ___ Assess life/safety issues immediately.
- ___ Provide immediate emergency medical care.
- ___ Call 911 and notify police/rescue first. Call the superintendent second.
- ___ Convene the crisis team to assess the situation and implement the crisis response procedures.
- ___ Evaluate available and needed resources.
- ___ Alert school staff to the situation.
- ___ Activate the crisis communication procedure and system of verification.
- ___ Secure all areas.
- ___ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- ___ Adjust the bell schedule to ensure safety during the crisis.
- ___ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- ___ Contact appropriate community agencies and the school district's public information office, if appropriate.
- ___ Implement post-crisis procedures.

"Early intervention and quick response from our school district team resulted in no one getting hurt."

Pamela Cain
Superintendent
Wirt County, WV





counseling is just as important for adults as it is for students.

- **Help students and faculty adjust after the crisis.** Provide both short-term and long-term mental health counseling following a crisis.
- **Help victims and family members of victims re-enter the school environment.** Often, school friends need guidance in how to act. The school community should work with students

and parents to design a plan that makes it easier for victims and their classmates to adjust.

- **Help students and teachers address the return of a previously removed student to the school community.** Whether the student is returning from a juvenile detention facility or a mental health facility, schools need to coordinate with staff from that facility to explore how to make the transition as uneventful as possible.

Conclusion

Crises involving sudden violence in schools are traumatic in large measure because they are rare and unexpected. Everyone is touched in some way. In the wake of such a crisis, members of the school community are asked—and ask themselves—what could have been done to prevent it.

We know from the research that schools can meet the challenge of reducing violence. The school community can be supported through:

- School board policies that address both prevention and intervention for troubled children and youth.
- Schoolwide violence prevention and response plans that include the entire school community in their development and implementation.
- Training in recognizing the early warning signs of potential violent behavior.

- Procedures that encourage staff, parents, and students to share their concerns about children who exhibit early warning signs.
- Procedures for responding quickly to concerns about troubled children.
- Adequate support in getting help for troubled children.

Everyone who cares about children cares about ending violence. It is time to break the silence that too often characterizes even the most well-meaning school communities. Research and expert-based information is available for school communities to use in developing and strengthening programs that can prevent crises.

School safety is everyone's job. Teachers, administrators, parents, community members, and students all must commit to meeting the challenge of getting help for children who show signs of being troubled.

"Coordinated school efforts can help. But the solution does not just rest in the schools. Together we must develop solutions that are community-wide and coordinated, that include schools, families, courts, law enforcement, community agencies, representatives of the faith community, business, and the broader community."

**Wilmer Cody, Kentucky
Commissioner of Education**



Section 8

Methodology, Contributors, and Research Support

This guide synthesizes an extensive knowledge base on violence and violence prevention. It includes research from a variety of disciplines, as well as the experience and effective practices of teachers, school psychologists, counselors, social workers, family members, youth workers, and youth.

Much of the research found in this guide was funded by federal offices whose senior staff were involved in supporting and reviewing this document. They include:

- Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.
- Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education.
- Office of Juvenile Justice and Delinquency Prevention and National Institute for Justice, U.S. Department of Justice.
- National Institute of Mental Health and Center for Mental Health Services, U.S. Department of Health and Human Services.

The guide was produced by the Center for Effective Collaboration and Practice of the American Institutes for Research in collaboration with the National Association of School Psychologists. The project was led by:

- **Kevin P. Dwyer**, Principal Investigator, National Association of School Psychologists

- **David Osher**, Project Director, American Institutes for Research

The guide was developed in collaboration with **Cynthia Warger** of Warger, Eavy and Associates.

Each assertion in the guide is backed by empirical data and/or expert consensus. Research references can be found on the project's Web site at <http://www.air-dc.org/cecp/guide>.

The guide was conceptualized by an interdisciplinary expert panel. The writing team, led by Kevin P. Dwyer, included members of the expert panel—George Bear, Norris Haynes, Paul Kingery, Howard Knoff, Peter Sheras, Russell Skiba, Leslie Skinner, and Betty Stockton—in addition to David Osher and Cynthia Warger. The writing team drew upon the other expert panelists for guidance and for resources.

The first draft was reviewed for accuracy by the entire expert panel as well as staff from the federal agencies. The federal reviewers are listed on the project's Web site at <http://www.air-dc.org/cecp/guide>.

The second draft was reviewed by family members, teachers, principals, and youth, in addition to leaders of major national associations. The expert panel reviewed the document again at this stage. These reviewers are also listed on the project's Web site at <http://www.air-dc.org/cecp/guide>.

Also On The Web

- An annotated version of the guide with references to support each assertion as well as references to practical materials that can be employed to implement the recommendations it contains.
- Additional resources that can be employed to implement the recommendations contained in the guide.
- Links to other Web sites that provide useful and usable information.
- English and Spanish versions of the guide that can be downloaded for dissemination.

Expert Panel Members

▲ *The expert panel included national experts from a variety of disciplines, as well as principals, teachers, pupil personnel staff, families, and youth:*

J. Randy Alton, Teacher
Montgomery County, MD

George Bear, Professor
University of Delaware

Renee Brimfield, Principal
Montgomery County, MD

Michael Bullis, Professor
University of Oregon

Andrea Canter,
Lead School Psychologist
Minneapolis, MN

Gregory Carter, Teacher
Richmond, VA

Deborah Crockett, School
Psychologist
Atlanta, GA

Scott Decker, Professor
University of Missouri-St. Louis

Maurice Elias, Professor
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Michael J. Furlong,
Associate Professor
University of CA-Santa Barbara

Susan Gorin, Executive Director
National Association of School
Psychologists
Bethesda, MD

Denise Gottfredson, Director
National Center for Justice
University of Maryland

Beatrix Hamburg, Professor
Cornell Medical Center, NY

Norris Haynes, Director
Yale University Child Study Center

DJ Ida, Director
Asian Pacific Development Center
Denver, CO

Yvonne Johnson, Parent
Washington, D.C.

Gil Kerlikowske, Former Police
Commissioner
Buffalo, NY

Paul Kingery, Director
Hamilton Fish National Institute on
School and Community Violence
Arlington, VA

Howard Knoff, Professor
University of South Florida

Judith Lee Ladd, President
American School Counselors
Association
Arlington, VA

Brenda Muhammad, Founder
Mothers of Murdered Sons &
Daughters
Atlanta, GA

Ron Nelson, Associate Professor
Arizona State University

Dennis Nowicki, Police Chief
Charlotte, NC

Scott Poland
Director, Psychological Services
Cyprus-Fairbanks ISD
Houston, TX

Gale Porter, Director
East Baltimore (MD) Mental Health
Partnership

Elsa Quiroga, Student
University of California-Berkeley

Michael Rosenberg, Professor
John Hopkins University

Mary Schwab-Stone, Associate Professor
Yale University Child Study Center

Peter Sheras, Associate Director
Virginia Youth Violence Project
University of Virginia

Russell Skiba, Professor
University of Indiana

Leslie Skinner, Assistant Professor
Temple University

Jeff Sprague, Co-Director
Institute on Violence and Destructive
Behavior, University of Oregon

Betty Stockton, School Psychologist
Jonesboro, AR

Richard Verdugo, Senior Policy Analyst
National Education Association
Washington, DC

Hill Walker, Co-Director
Institute on Violence and Destructive
Behavior, University of Oregon

▲ *The following represented federal agencies on the panel:*

Renee Bradley
U.S. Department of Education

Betty Chemers
U.S. Department of Justice

Lou Danielson
U.S. Department of Education

Kellie Dressler
U.S. Department of Justice

David Frank
U.S. Department of Education

Cathy Girouard
U.S. Department of Education

Tom V. Hanley
U.S. Department of Education

Tom Hehir
U.S. Department of Education

Kelly Henderson
U.S. Department of Education

Judith Heumann
U.S. Department of Education

Peter Jensen
National Institute of Mental Health

Tim Johnson
U.S. Department of Justice

William Modzeleski
U.S. Department of Education

Juan Ramos
National Institute of Mental Health

Donna Ray
U.S. Department of Justice

Diane Sondheimer
Center for Mental Health Services

Sara Strizzi
U.S. Department of Education

Kevin Sullivan
U.S. Department of Education

Gerald Tirozzi
U.S. Department of Education

Joanne Wiggins
U.S. Department of Education

Clarissa Wittenberg
National Institute of Mental Health



Resources

U.S. Department of Education

<http://www.ed.gov/>

Center for Effective Collaboration
and Practice

American Institutes for Research
1000 Thomas Jefferson St., NW
Suite 400
Washington, D.C.

<http://www.air-dc.org/cecp/>

U.S. Department of Justice

<http://www.usdoj.gov/>

National Association of School
Psychologists

4340 East West Highway
Suite 402
Bethesda, MD 20814

<http://www.naspweb.org/center.html>

National Institute of Mental Health

<http://www.nimh.nih.gov/>

Center for Mental Health Services
Knowledge Exchange Network

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



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~~LETTER~~
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4-12-99

✓ Maria Shriver

bin

P.S. - Do you think it at all possible to get the President and Mrs. Clinton to sign the photos to my kids? If this is not possible I totally understand - if it is I would be so grateful - New names are Katherine, Christina, Patrick and

Christopher - Thanks again
So much -

PS - + 1 for me too?
Menz

► Meredith E. Cabe
03/22/99 06:33:08 PM
.....

Record Type: Record

To: Phillip Caplan/WHO/EOP
cc: Daniel W. Burkhardt/WHO/EOP, Charles F. Ruff/WHO/EOP
Subject: Flipper Attorneys

These are the attorneys who submitted the pardon application on Lt. Flipper's behalf:

✓ Darryl W. Jackson
Jeffrey H. Smith
Edward H. Sisson

all of:
Arnold & Porter
555 Twelfth Street, NW
Washington, DC 20004

As you're sending them copies of the warrant, will you route a file copy to me?

Thanks.

RM
letters done
per Correspondence

PHOTOCOPY
WJC HANDWRITING

FLIPPER FAMILY GUEST LIST

1. DR. WILLIAM C. KING, Grand Nephew of LT. Flipper
2. ROSARIA KING
3. MRS. SAMORA CHIN
4. WILLIAM R. DAVIS, Grand Nephew of LT. Flipper
5. TERESA DAVIS
6. JOSEPH FLIPPER, Nephew of LT. Flipper
7. CHARLOTTE FLIPPER
8. CARLA PEARL FLIPPER PALMER
9. JOSEPHINE FLIPPER SCHULZ
10. CHARLOTTE FLIPPER TROUP
11. ROBERT H. ALEXANDER, JR., ESQ., Great Cousin of LT. Flipper
12. ANNITA ALEXANDER
13. MS. BLAYNE ALEXANDER
14. MS. BLAKE ALEXANDER
15. CARL F. FLIPPER, III, Great Grand Nephew of LT. Flipper
16. NATALIE A. FLIPPER

EXECUTIVE OFFICE OF THE PRESIDENT

'99 MAR 17 PM 1:57



FACSIMILE TRANSMITTAL SHEET

Number of pages including cover 2Date 3/17/99To Phil Caplan

FAX Number _____

Comments Attached is the F-17 spec list. If you'll let me know who should
get original of pardon, I'll work it out with Tim.
FYE, Eli sent some letters to Members on the Hill.
I don't have that list

From Don Burkhardt

OFFICE OF THE DIRECTOR
Presidential Correspondence
The White House 20502
Washington, DC
Phone: 202-456-7610
Fax: 202-456-2993

FLIPPER FAMILY

- ✓ 1. **Dr. William C. And Rosaria King & Family (3)**
1137 Coretta Way
Orlando, FL 32805
- ✓ 2. **Robert Alexander, Jr., Esq. & Family (4)**
1001 Northwest 20th Street
Oklahoma City, OK 73106
- ✓ 3. **William R. And Teresa Davis (2)**
2700 Willow Creek Court
Bedford, TX 76021
- ✓ 4. **Joseph and Charlotte Flipper & Family (5)**
4201 East Stanford Drive
Phoenix, Arizona 85018
- ✓ 5. **Carl Flipper III & Family (2)**
7134 North Alta Avenue
Portland, Oregon 97203

Return to Mc-I
have attachments for
the letters - thanks
Shannon

Neal -
Addigan to
Chris please

MEMORANDUM
OF CALL

Previous editions usable

TO:

Phil

☒ YOU WERE CALLED BY— ☐ YOU WERE VISITED BY—

Jay Spiegel

OF (Organization)

Sec of the Army's Ofc

☐ PLEASE PHONE (Enter area code, if necessary) ☐ DSN

703-695-9652

☐ WILL CALL AGAIN ☐ IS WAITING TO SEE YOU
☐ RETURNED YOUR CALL ☐ WISHES AN APPOINTMENT

MESSAGE

Calling at suggestion of
Ben Johnson - re: pens from
Flipper ceremony - since
all pens not given out could
one be sent to West Point +
one to Flipper Museum

RECEIVED BY

Carol

DATE

2/22

TIME

9:30

NSN 7540-00-634-4018
50363-111
UNICOR FPI-SST

OPTIONAL FORM 363 (Rev. 7-94)
General Services Administration

MEMORANDUM

'99 FEB 24 PM 7:17

TO: Philip Caplan
Office of the Staff Secretary

FROM: Jayson Spiegel
Department of the Army

DATE: February 24, 1999

RE: LT Henry O. Flipper

In accordance with our discussion, the Army would like to exhibit one of the pens used by the President on February 19, 1999 to sign the pardon for LT Flipper.

The Army proposes to exhibit the pen and pardon at the Library at the United States Military Academy, West Point. The pen and pardon would become part of the permanent exhibit adjacent to the bust of LT Flipper.

If you have any questions, please feel free to contact me at 703/695-9652 or by e-mail at spiegjl@hqda.army.mil.

First Black From West Point Gains Pardon

By DAVID STOUT

WASHINGTON, Feb. 19 — Fifty-nine years after his death, the first black West Point graduate received a Presidential pardon today for a crime that most who studied the case say he did not commit.

President Clinton granted the pardon to Henry O. Flipper, who graduated from West Point in 1877 despite being ostracized by his white classmates. He was court-martialed in 1881 on thievery charges that appear to have been trumped up, then was drummed out of the service the following year.

"I welcome you all to an event that is 117 years overdue," Mr. Clinton said today at a White House ceremony attended by several dozen people, including military officers and Lieutenant Flipper's descendants. Among those watching was Gen. Colin L. Powell, retired Chairman of the Joint Chief of Staffs, who has said that he kept a picture of the lieutenant on his desk for inspiration.

The President noted that the Army had formally exonerated Lieutenant Flipper in 1976, changing his discharge to honorable and reburying him with full honors in Thomasville, Ga., where he was born.

Today's ceremony was largely symbolic, and Mr. Clinton embraced it as "a moment in 1999 when we correct the error and resolve to do even better in the future."

"One thing remained to be done, and now it will be," the President said. "This good man now has completely recovered his good name."

A number of Lieutenant Flipper's descendants applauded. "Like the rest of the family, I'm relieved that this has come full circle," said Dr. William King, a great-nephew of Lieutenant Flipper. Dr. King's mother, Irsle Flipper King, had been pushing for a pardon for some 40 years.

As a young second lieutenant, Mr. Flipper was accused of embezzling some \$2,500 in commissary money while he was stationed in Texas. He was acquitted of that charge but was found guilty of conduct unbecoming an officer for lying to investigators,



Department of Defense

Henry O. Flipper, born a slave in 1856, entered West Point at 17.

*Once an outcast,
now a role model, at
his alma mater.*

and was given a dishonorable discharge in 1882.

Born a slave in 1856, Henry Ossian Flipper entered West Point when he was 17. Most of his classmates were hostile to him, and he lived in social isolation. When he graduated 50th in a class of 76 in 1877, he became the first black commissioned as an officer in the United States Army.

Lieutenant Flipper joined the 10th Cavalry, one of two all-black Army units, at Fort Sill in the Oklahoma Territory. He soon perfected a system for draining the mosquito-infested stagnant water that caused malaria outbreaks at the fort.

After being transferred to Fort Davis, Tex., he ran afoul of his commanding officer, who brought the charges that led to the court-martial. After reviewing the trial record, the Judge Advocate General concluded

that Lieutenant Flipper had been persecuted because of his race, that the charges were dubious and that leniency was appropriate.

But under military procedures at the time, there was no judicial process to set aside the conviction. The authority to affirm or overturn the conviction rested with President Chester A. Arthur, who chose to affirm it.

After leaving the Army, Mr. Flipper became a civil and mining engineer, working in the New Mexico and Arizona territories. Matthew Reynolds, the United States Attorney, named him a special agent for the Department of Justice.

Years later, Mr. Reynolds wrote of Mr. Flipper's "fidelity, integrity and magnificent ability." Declaring that he did not believe Mr. Flipper was guilty of the court-martial charges, Mr. Reynolds said he had compiled a record "of which any man might well be proud."

Mr. Flipper became a special assistant to the Secretary of the Interior, planning railroads in the Alaska Territory, and was employed by several large corporations as a mining engineer and an expert on Mexican and South American mineral laws. He died in 1940 at the age of 84.

Though it never became an international sensation, the Flipper case was similar in broad ways to the Dreyfus Affair in France. Capt. Alfred Dreyfus, a French army officer, was court-martialed on espionage charges in 1894. He was eventually exonerated, and most historians believe the charges arose because he was Jewish.

Now, Lieutenant Flipper's name is honored at the United States Military Academy, where he endured so much. An annual award is given in his name to an outstanding cadet, and a section of the West Point library honors him.

"With great pleasure and humility, I now offer a full pardon," Mr. Clinton said today. Then he handed the pen to Dr. King, who held it high in triumph as relatives crowded around the President.

THE NEW YORK TIMES
SATURDAY, FEBRUARY 20, 1999



Shana Raab for The New York Times

Dr. William King displayed the pen used yesterday to sign the pardon of his great-uncle, Henry O. Flipper, who was court-martialed on thievery charges in 1881, as family members gathered around President Clinton.

● Eli P. Joseph

02/24/99 06:26:35 PM

Record Type: Record

To: Phillip Caplan/WHO/EOP
cc: Sean P. Maloney/WHO/EOP, Daniel W. Burkhardt/WHO/EOP, Shannon M. Hinderliter/WHO/EOP,
Courtney C. Crouch/WHO/EOP
bcc:
Subject: Re: Flipper 

Phil,

To follow-up on my earlier e-mail. I will work with Shannon Hinderliter on the letters and ceremonial documents. For your information, Legislative Affairs is interested in obtaining three pens from the ceremony for **Sen. Max Cleland (D-GA), Rep. Sanford Bishop (D-GA), and Rep. James E. Clyburn (D-SC)**. Let me know if you have any other questions.

Thanks,
Eli

Phillip Caplan

Phillip Caplan

02/24/99 12:19:36 PM

Record Type: Record

To: Eli P. Joseph/WHO/EOP
cc: Sean P. Maloney/WHO/EOP, Daniel W. Burkhardt/WHO/EOP
Subject: Flipper

Can you make sure that you're doing letters to MOCs who need pens from the Flipper ceremony. I'd like to get them done next week so we don't have a big lag time. Correspondence is doing letters for family members, so you might coordinate with Dan B or his designee to coordinate language. Thanks.



F.G. "BUDDY" VILLINES
COUNTY JUDGE / CHIEF EXECUTIVE OFFICER

Pulaski County

ADMINISTRATION BUILDING
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LITTLE ROCK, ARKANSAS 72201

PHONE 501-340-8305
FAX 501-340-8282
E-MAIL buddy@aristotle.net

Mayflower

San Joaquin A+

Community Consensus for K-12 Education in San Joaquin County

Education has been a key element in recruiting new companies to San Joaquin County in northern California. A coalition of businesses, nonprofit groups and government agencies have been working together in the county to enhance the education of youth through a program called San Joaquin A+.¹



The Mission

The mission behind San Joaquin A+ is to enhance and improve the economic and social conditions in San Joaquin County by getting a higher percentage of children through an upgraded educational system.

Leaders of San Joaquin A+ recognize that businesses looking to locate into a region evaluate a community and the type of education system available for the people that they will employ. The education level of potential employees is very important. Therefore, the people behind San Joaquin A+ felt it was vital for existing businesses to collaborate with the school system to achieve greater results for the long term.

Goals and Programs

Measurable outcomes are an important part of San Joaquin A+. From a comprehensive community survey, the group has set goals and developed strategies and programs in order to achieve long term results.

GOALS

- 1) All children start school ready to learn;
- 2) Every adult will be literate;
- 3) Every school will be free of drugs and violence;
- 4) High school graduation rates will be at least 90%;
- 5) Students will achieve competency in challenging subject matter at different grade levels.

PROGRAMS

- ★ Outreach efforts to pediatricians and clinics providing books for children
- ★ Book drives for elementary schools
- ★ Proposed neighborhood centers
- ★ Countywide recruitment and placement of

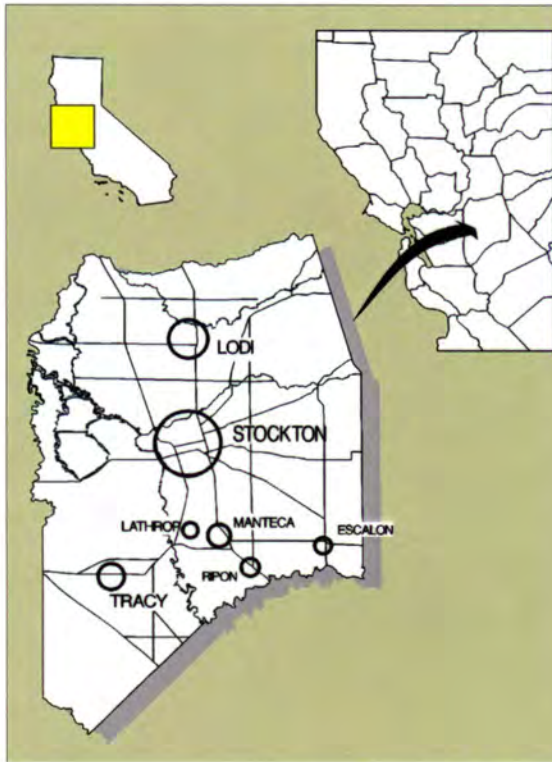
MEASUREMENTS

- ★ Implementing incident and conduct reports for each school district
- ★ Measuring literacy rates
- ★ Focusing on completion of basic competencies and ensuring early

¹"Education is Serious Business -- Community Leaders Offer Help": Comstock's, Feb. 1999

Challenges for San Joaquin County

Statistics from the county's eleven school districts show that 93 percent of high school seniors graduate, compared to a national graduation rate of 95.3 percent.² While these figures are comparable, San Joaquin A+ is focusing on the percentage of children who start kindergarten and actually finish high school. Estimates indicate that almost 50 percent of the overall group never graduates high school, illustrating the dire need for additional educational funds for San Joaquin County. Challenges in this arena include multiple languages spoken at area schools (oftentimes as many as 20 or more), a large migrant worker population, and a higher rate of poverty and drugs in San Joaquin County.



San Joaquin County – Location and Demographics

San Joaquin County is located in northern California, seventy-five miles east of San Francisco, fifty miles south of Sacramento, and seventy-five miles from the Sierra Nevada Mountains. The county population is approximately 545,200 people. The majority of these people (245,000) live in Stockton, which is the county seat.³

The ethnic breakdown of the county population is 58.8% white, 23.4% Hispanic, 5.2% African-American, 11.6% Asian/Pacific Islander, and 1% other.⁴

There are more than 109,000 students in K-12 in the seventeen school districts within San Joaquin County. Of these seventeen school districts,

seven districts are unified with Stockton Unified School District being the largest with 34,000 students. Seven of the seventeen districts are small, rural, one-school districts with a student population between 173 students and 315 students.⁵

²San Joaquin County Office of Education; Census Bureau, School Enrollment, Oct. 1996

³San Joaquin Council of Governments, San Joaquin County demographics

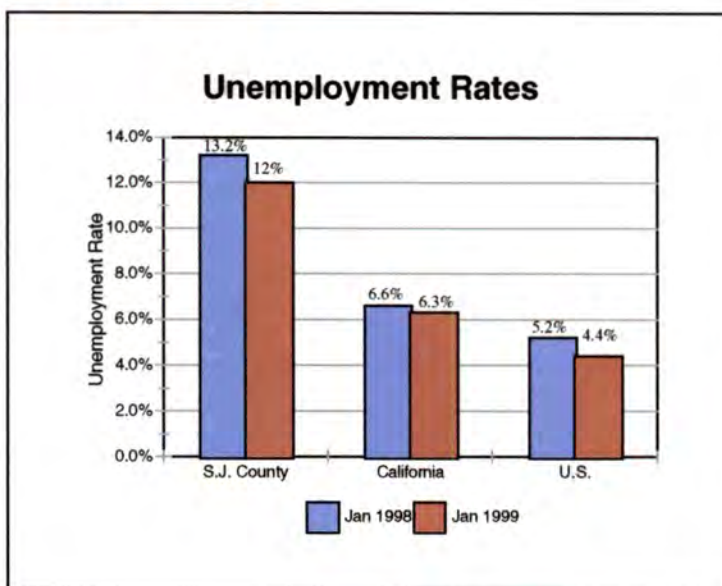
⁴San Joaquin County Office of Education, 1998

⁵San Joaquin County Office of Education, 1998

San Joaquin County Unemployment and Poverty

While San Joaquin County has made inroads on the economic front, our unemployment rate at 12 percent is still high, compared to rates of 6.3 percent for the state and 4.4 percent for the nation.⁶ And, our Welfare to Work Program shows a total of 53,003 CalWorks recipients, representing almost 10 percent of the total county population (545,200).⁷

Moreover, the number of poor people in San Joaquin County, at 18.6 percent of our total county population, is even higher than the 17.4 percent of poor people in California overall.⁸



What Will Help?

Funds are needed in order to assist the programs and to help build the infrastructure to reach the ultimate goal of San Joaquin A+: an overall improvement in San Joaquin County's social and economic climate. While San Joaquin County has made strides in education, it is still hampered by problems such as poverty, unemployment, and drugs. San Joaquin A+ is getting the business community involved to tackle these problems and work with school districts and boards to augment and improve the quality of educational services for San Joaquin County. We need your help.

*"I don't know what the future holds,
but I know who holds the future."
Martin Luther King*

Contact

For More Information, contact:

Julia E. Greene, Executive Director
San Joaquin Council of Governments
6 S. El Dorado Street, Suite 400
Stockton, CA 95202
209-468-3913

⁶U.S. Labor Dept., California Employment Development Dept.

⁷San Joaquin County's Human Services Agency CalWorks Demographics for November 1998

⁸Small Area Income and Poverty Estimates Program, Bureau of the Census

Blues

2 good pieces

BC

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CITISTATES:

THE TRUE ECONOMIC COMMUNITIES
OF OUR TIME

by NEAL PEIRCE, SENIOR FELLOW



THE PRESIDENT HAS SEEN
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United States Peace Corps

Helen L. Wheeler

Macedonia Country Director

Tel.: (389) 91 39 00 17

Fax: (389) 91 39 00 24

E-mail: hwheeler@mk.peacecorps.gov

4, Atinska Str.

Skopje 91000

Macedonia



Мировен Корпус на САД

Хелен Л. Вилер

Директор за Македонија

Тел.: (389) 91 39 00 17

Факс: (389) 91 39 00 24

Е-mail: hwheeler@mk.peacecorps.gov

ул. Атинска 4

Скопје 91000

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План на Интегрираниот Проект на Мировен Корпус

Вовед:

Република Македонија беше прогласена за независна и суверена демократска држава на 8ми септември 1991 година. Моментално е земја во целосна транзиција. Македонската влада неодамна вовеле реформи во сферите на образование, развој на малиот бизнис, развој на еколошките и други невладини организации, за да ги поддржи националните, регионалните и локалните транзициони цели. Надежта е дека ваквите реформи ќе го зајакнат новопојавеното граѓанско општество на земјата и пазарната економија и со тоа би ја подготвиле Македонија за евентуално влегување во Европската Унија. Доброволците на Мировен Корпус може да играат витална улога во достигнувањето на вакви цели, работејќи блиску со нивните македонски колеги на дизајнирање и имплементирање на проекти од областа на англиски јазик, екологија и бизнисот, како и да учествуваат во активности во заедницата.

Генерална цел на проектот:

Генералната цел на Планот на Интегрираниот Проект (ПИП) е да се поддржат напорите на доброволците и нивните колеги за да:

- се подобри ефикасноста на предавањата по англиски јазик;
- се зголемат практичните знаења од бизнисот и разбирањето на пазарната економија;
- се прошират напорите за еколошко образование во училиштата и заедниците;
- се зголеми граѓанската вклученост во организации на заедницата.

Доброволците на Мировниот Корпус тесно ќе соработуваат со нивните македонски колеги и претпоставени за заеднички да дизајнираат и применат програми и активности, за да се поддржи растежот и развојот на Македонија од селата се до главниот град.

ПИП е организиран во четири образовни сектори: изучување на англиски јазик, економско образование, еколошко образование и волонтерство (доброволно работење) во заедницата. Секој сектор ќе има цели специфични за темата (како што е прикажано подолу), но сите сектори ќе го делат образованието и развојот на ресурси како заеднички цели. Доброволците на Мировен Корпус и пристапуваат на нивната работа со сфаќањето дека ова е искуство на заедничко учење. Тие сакаат да научат исто толку од нивните македонски колеги колку што ќе поделат со нив.

Сектори на проектот:

I. Сектор за изучување на англиски јазик и развој на ресурси.

Поради тековните социјални и финансиски притисоци врз образовниот систем, постои настојување да се подобри ефикасноста на изучувањето на англиски јазик. Доброволците на Мировен Корпус и нивните македонски колеги можат да соработуваат во следните сфери:

- воведување на нови методологии за предавање, комуникативни активности и техники на оценување.
- развивање на дополнителни материјали за поддржување на наставата по англиски јазик.
- развивање на слободни активности фокусирани на англиски јазик за да се засилат темите од часовите.
- развивање на пристапот на тимско предавање, до заедничко планирање и презентирање на лекциите по англиски јазик.
- унапредување на средствата за предавање на англиски јазик.
- развивање на врски помеѓу училиштата, заедниците и светот.

Напори за подобрување на изучувањето на англиски јазик:

Министерството за образование и физичка култура има идентификувано многу потреби и има развиено повеќе одговори за соодветните потреби вклучувајќи:

- дозволувајќи им на странски лица да соработуваат во планирањето и предавањето на лекции во средни и основни училишта;
- дозволувајќи странски јазик да се изучува што порано и тоа од четврто отделение;

Peace Corps Integrated Project Plan

Introduction:

The Republic of Macedonia was declared an independent and sovereign democratic state on September 8, 1991. It is currently a country in full transition. The Macedonian government has recently implemented reforms in the areas of education, small business development, the environment and non-government organizational development to support national, regional, and local transitional goals. It is hoped that such reforms will strengthen the country's emerging civil society and market economy and in so doing prepare Macedonia for eventual entry into the European Union. Peace Corps Volunteers can play a vital role in the achievement of such goals by working closely with their Macedonian colleagues to design and implement English, environmental, and business education projects, as well as participate in community activities.

Project Purpose:

The purpose of the Integrated Project Plan (IPP) is to support efforts between Volunteers and their colleagues to

- improve the effectiveness of English language instruction;
- enhance practical business skills and the understanding of market economics;
- expand environmental education efforts in the schools and communities;
- increase citizen involvement in community organizations.

Peace Corps Volunteers will work in close cooperation with their Macedonian sponsors to design and implement mutually developed programs and activities to support the growth and development of Macedonia from the village to the nation's capital.

The (IPP) is organized into four sectors: English Education, Business Education, Environmental Education, and Community Volunteerism. Each sector will have objectives specific to its theme (as outlined below), but all sectors will share education and resource development as common goals. Peace Corps Volunteers approach their work with the understanding that this is a shared learning experience. They want to learn as much from their Macedonian colleagues as they share with them.

Project Sectors:

I. English Education and Resource Development Sector.

Due to the current social and financial stresses placed on the educational system, there is an incentive to improve the effectiveness of English language education. Peace Corps Volunteers and their Macedonian colleagues can collaborate in the following areas:

- the introduction of new teaching methodologies, communicative activities, and evaluative techniques.
- the development of supplemental materials to support English language instruction.
- the development of English language centered extra-curricular activities to further enhance classroom themes.
- the development of a team teaching approach to the planning and presentation of English language lessons.
- the improvement of English language teaching resources.
- the development of links among schools, communities, and the world.

- поддржувајќи неколку експериментални училишта кои им овозможуваат на учениците да ги изберат нивните предмети и потоа дозволувајќи овие предмети да бидат комплетно предавани на странски јазик;
- промовирање на издавањето на нови материјали по англиски јазик дизајнирани од искусни македонски професори по странски јазик;
- дозволувајќи неколку британски учебници за изучување на англиски јазик да се користат од училиштата и да се вклучат во програмата за англиски јазик;
- дозволувајќи отварање на приватни училишта и нивно вклучување во образовниот систем на Република Македонија. Во досега отворените приватни училишта наставата се одвива на англиски јазик или покрај другите јазици и на англиски јазик;
- поддржувајќи го Мировниот Корпус на САД и други организации за развој, во нивната понуда да ги поддржат македонските образовни реформи и програми.

Цели на секторот:

Целите на секторот за изучување на англиски јазик и развој на ресурси се:

1. Заеднички да се учествува во развивањето и користењето на низа различни методологии на предавање, комуникативни активности и дополнителни материјали на часот по англиски јазик.

Подцел

Доброволците и колегите ќе планираат, презентираат и оценуваат лекции и методологии за предавање што содржат низа интерактивни активности фокусирани на ученикот.

Задачи

Доброволците и нивните колеги можат да соработуваат за:

- да развијат тимско предавање и стратегии за планирање на часот.
 - да развијат планови за часовите што ќе демонстрираат различни методологии.
 - да дизајнираат и применат интерактивни лекции по англиски јазик фокусирани на ученикот за наставниците и учениците.
 - да направат снимени дијалози за користење на час.
 - да развијат соодветни и валидни техники за тестирање вклучувајќи го и ТОЕФЛ тестот и стратегии за подготовка.
 - да уредат и адаптираат учебници за да бидат поинтерактивни, порелевантни и поинтересни.
 - да креираат и презентираат планови за час фокусирани на американската култура (секојдневен живот, навики, игри, празници, храна и работа), американската историја и меѓу културни теми како што се системи на вредности, перцепции, сфаќања итн.
 - да создадат лекции кои ќе ги поддржат учениците кои споро или брзо учат.
 - да воведат лекции по англиски јазик што имаат специфична тема или содржина. Темите можат да вклучат, но не се лимитирани на бизнис, здравство, екологија, музика, уметност, право, или било кој посебен интерес или стручност што доброволецот може да ги има.
 - да се креираат специјални лекции кои се фокусираат на специфични делови или вештини во јазикот. На пример, лекции за изговор за да се развива вештината на слушање, лекции за вештини на пишување, зборување во јавност, или час за различни техники на читање.
2. Заеднички да се учествува во развојот на слободни активности базирани на англискиот јазик. По можност овие активности да бидат одраз на потребите или барањата на училиштето и заедницата.

Подцел

Во рок с две години разновидни слободни активности фокусирани на англискиот јазик ќе бидат развиени; за да се зајакне и унапреди наставата на часот.

Efforts to improve English Education:

The Ministry of Education and Physical Culture has recognized many needs and has developed several responses to address them including:

- allowing foreigners to collaborate in planning and teaching lessons in both secondary and primary schools;
- allowing a foreign language to be studied as early as the fourth grade;
- supporting several experimental schools which allow students to choose their classes and then allows those classes to be taught entirely in a foreign language;
- promoting the publication of new English language material designed by experienced Macedonian EFL instructors;
- allowing several British EFL texts to be used by the schools and included in the English language curriculum;
- allowing opening of private schools and including them in the educational system of the Republic of Macedonia. In the private schools the teaching is performed on English language only, or on English besides other languages.
- supporting the US Peace Corps and other developmental organizations in their offer to lend support to Macedonia's educational reforms and programs.

Sector Goals:

The goals of the English Education and Resource Development sector are:

1. to share in the development and use of a variety of teaching methodologies, communicative activities, and supplemental materials in the English language classroom.

Objective

Volunteers and counterparts will plan, present and evaluate lessons that contain a variety of interactive, student-centered activities and teaching methodologies.

Tasks

PCVs and their counterparts can collaborate:

- to develop team teaching and lesson planning strategies.
- to develop lesson plans that demonstrate different methodologies.
- to design and implement interactive, student centered English lessons for teachers and students.
- to make dialogue tapes to use in class.
- to develop relevant and valid testing techniques including the TOEFL test and preparation strategies.
- to edit and adapt textbooks to make them more interactive, relevant and interesting.
- to create and present lesson plans that focus on American cultural (daily life, habits, games, holidays, food, and work), and cross-cultural themes such as values systems, perceptions, beliefs, American history etc.
- to create lessons to support slow and fast learners.
- to introduce English lessons that have a specific theme or content. Topics can include but are not limited to business, health, environment, music, art, law, or any special interests or expertise the Volunteer may have.
- to create special lessons to focus on specific areas or skills in the language. For example, lessons on pronunciation to develop listening skills, lessons on writing skills, public speaking, or a class on different reading techniques.

Задачи

Доброволците и нивните колеги можат да соработуваат:

- да спроведат проценка на потребите за да се определат ученичките теми и темите на заедницата, околу кои ќе се креираат слободни активности.
 - да формираат клубови за англиски јазик. На пример, би можеле да формираат клуб за пишување, драмски клуб, бизнис клуб, клуб за англиски или американски филмови, дебатен клуб, новинарски клуб, клуб за американска или англиска литература, музички клуб или клуб за уметност или можеби нешто што вашите ученици ќе предложат, како клуб за патување за да се дискутираат меѓународни патувања и да се слушаат оние кои имаат искусено различни култури.
 - да се организираат спортски клубови или специфични спортски настани како што се бејзбол игри, кошаркарски турнири, или американски фудбалски игри. Како дополнување на тоа, овие клубови или тимови можат да се натпреваруваат со тимови на други доброволци.
 - да се организираат училишни настани како што се игранки со одредена тема, матурски вечери, ученички собири и излети во природа со тема англиски јазик.
 - да се воспостави меѓународно допишување со ученици и наставници или да се воспостават компјутерски врски помеѓу ученици и наставници и меѓународната заедница.
 - да се основа ученичко управување во рамки на училиштето. Ова е одлично средство за предавање на принципите на демократија со желба од ученичкото тело да се создаде форум преку кој учениците ќе ги претставуваат своите интереси на наставниците и одговорните луѓе во училиштето.
 - да се организира натпревар помеѓу градови по англиски јазик.
 - да се помагаат наставниците од училиштето во создавање и одржување на регионални и национални здруженија на наставници по странски јазици или по поедини предмети.
 - да се организира "саем на работа" што ќе ги информира учениците за слободните работни места и можностите за вработување.
3. Доброволците на Мировен Корпус ќе работат со нивните колеги во унапредување на ресурсите по англиски јазик во училиштата и заедниците.

Подцел

За време на двегодишното работење на доброволецот, ќе бидат направени заеднички напори за да се развијат и значајно подобрат ресурсите по англиски јазик во училиштето и заедницата.

Задачи

Доброволците и колегите можат:

- да подготват и презентираат вистински предмети, илустрации, фотографии, аудио снимки на дијалози, вежби за изговор, музика и подготовки за ТОЕФЛ тест, итн. за да се поддржат активностите на часот.
- да работат заедно за да креираат и развијат колекција на интерактивни материјали како што се напишани дијалози, крстословки ребуси, активности за градење на вокабулар (збогатување на фондот на зборови), адаптирање на американски теми од шоу игри за примена во училница, игри на среќа, карти со слики, теми и правила за дебати, и активности за загревање на часот по англиски.
- да ги поддржат и да ги помогнат напорите од нивните училишта да најдат материјална и финансиска поддршка за проектите од областа на изучување на англиски јазик. Можат да се воспостават врски со локалните организации или бизниси во заедницата, националните невладини организации и меѓународни донатори. Ресурсите кои се потребни можат да вклучуваат учебници по одредени предмети, книги за рано читање, сликовници, еколошки списанија како што е "Ranger Rick", зсници, видео или аудио опрема, компјутерски софтвер, следење за часовите по ликовна уметност итн.
- да уредуваат и адаптираат материјали направени од македонски наставници.

2. to share in the development of extra-curricular activities based on the English language. Preferably these activities will reflect school and community needs or requests.

Objective

Within two years a variety of English language centered extra-curricular activities will be developed to enhance and improve classroom instruction.

Tasks

PCVs and their counterparts can collaborate:

- to conduct a needs assessment to determine student and community themes around which to design extra-curricular activities.
- to form English language clubs. For example, you could form a writing club, drama club, business club, an English or American film club, a debate club, a press or journalism club, an American or English literature club, a music or art club or perhaps something that your students suggest, like a travel club to discuss international travel and listen to those who have experienced different cultures.
- to organize sporting clubs or specific sporting events such as baseball games, basketball tournaments, or American touch football games. In addition, these clubs or teams can compete against other PCV teams.
- to organize school functions such as theme dances, proms, student rallies, and English theme related field trips.
- to establish international pen-pals or set up e-mail links between students and teachers and the international community.
- to establish a student government within the school. This is a great tool for teaching democratic principles and giving the student body a forum through which to present their interests to teachers and school administrators.
- to sponsor a city English language competition.
- to assist local teachers in creating and maintaining a regional and national teachers association for foreign languages or different subjects.
- to organize a job fair for students.

3. Peace Corps Volunteers will work with their counterparts to improve English language resources in their schools and communities.

Objective

During the Volunteer's two year service, a collaborative effort will be made to develop and significantly improve English language resources in the school and community.

Tasks

PCVs and counterparts can:

- prepare and present realia (real objects, illustrations, photos, audio recordings of dialogues, pronunciation exercises, music, and TOEFL test preparation paragraphs, etc.) to support classroom activities.
- work in cooperation to create and develop collections of recyclable interactive material such as written dialogues, cross-word puzzles, vocabulary building activities, tongue twisters, games of chance, flash cards, wall charts, adapting American game show themes to fit the classroom, debate rules and themes, and English lesson warm up activities.
- support and help facilitate efforts by their school to find material and financial support for English education projects. Links with local community organizations or businesses, national

- да пишуваат барања за добивање неповратна финансиска поддршка за одредени проекти за англиски јазик.
- да контактираат со меѓународни донаторски организации како што се: "Gifts in Kind", Американски меѓународен совет за развој на книги, "Darlen Book Aid Plan", Меѓународен проект за книги, "Operation Bookshelf", "Chronicle of Philanthropy" и "People to People Health Foundation".
- да контактираат со донатори од САД како што се локални црковни групи, бизнис клубови, извиднички одреди на момчиња и девојчиња, "4H", Ротари клубови, "Lion's" клубови и приватни бизниси.

II. Сектор за економско образование и развој на ресурси.

Процесот на транзиција заедно со влошените економски услови во трговијата, производството и финансиите продолжија да притискаат на економијата и образовниот систем. Образованието мора сега да презентира современи теми за економско образование и да биде во можност да ги поддржи овие теми со практично знаење. Одговорните луѓе во образованието се соочени со многу тешки одлуки во поглед на тоа кои економски теми да се предаваат, која економска информација е валидна и достапна и каде може да се најде. Исто така, на многумина не им е јасно како треба да биде креиран и презентиран еден курс за економско образование. Повеќето доброволци на Мировен Корпус имаат живеено и работено во пазарната економија на Америка цел свој живот. Многу практични елементи на пазарната економија како што се маркетинг и продажба, важноста од сервисирање на потрошувачите, неопходноста од конкуренција, потребата за контрола на квалитетот, вредноста на парите, итн. се добро познати на доброволецот. Како резултат на тоа, тие можат да бидат драгоцено средство за поддржување на наставниците и бизнисмените во нивните настојувања да воведат и да ја подобрат ефикасноста на економското образование, како и разбирањето на модерната пазарна економија. Доброволците на Мировен Корпус и нивните македонски колеги можат да работат заедно во следните сфери:

- да ги подобрат материјалните ресурси од областа на бизнисот.
- да развијат програма за деловен англиски јазик.
- да креираат лекции и семинари кои учат практични и корисни бизнис вештини.
- да развијат врски за деловно комуницирање помеѓу училишта, локалната заедница и светот.
- да развијат слободни активности фокусирани на бизнисот.
- да развијат стратегија за давање совет и поддршка на локалните бизниси.

Напори за подобрување на економското образование:

Меѓународната заедница на невладини организации моментално нуди низа семинари за обука од областа на бизнисот и можности за економско образование за да се поддржи развојот на малите и средни претпријатија во Македонија. Агенцијата за приватизација го поддржува развојот на малите и средни претпријатија спонзорирајќи неколку проекти на бизнис инкубатори низ Македонија. Понатаму, Министерството за образование и физичка култура дозволи програмата за Економско образование на млади менаџери - Junior Achievement (JA) да биде воведена во преку 50 училишта во 20 градови ширум Македонија. Доброволците на Мировен Корпус го помогнаа првиот пилот програм на JA и продолжуваат да бидат многу активни во истиот.

Цели на секторот:

Целите на секторот за економско образование и развој на ресурси се:

1. Да се воведат и имплементираат програмата за економско образование на млади во училишта одобрени од Министерството за образование и физичка култура.

Подцел

Доброволците, кои ги водат од училиштето и локалните бизнисмени ќе планираат, презентираат и оценуваат различни лекции, активности за на час и слободни активности, вклучувајќи деловен англиски и развојот на JA ученичката компанија, кои ја поддржуваат JA програмата и ги прошируваат бизнис темите. Понатаму, ќе се стави акцент на тимскиот пристап кон

NGOs and international donors can be established. Resources needed could include subject specific text books, early readers, picture books, theme journals like Ranger Rick, newspapers, video or audio equipment, computer software, art supplies, etc.

- edit and adapt materials produced by Macedonian teachers.
- write grants for SPA or NGO funds to support specific English language projects.
- contact international donor agencies like Gifts in Kind, American International Book Development Council, Darien Book Aid Plan, International Book Project, Operation Bookshelf, Chronicle of Philanthropy and the People to People Health Foundation.
- make contact with stateside donors like local church groups, business clubs, Boy and Girl Scouts, 4H, Rotary clubs, and Lion's clubs, and private businesses.

II. Business Education and Resource Development Sector.

The transition process together with depressed economic conditions in trade, manufacturing and finance have continued to place stress on the business and education system. Educators must now present modern business themes, and be able to support those themes with practical or experiential knowledge. They are faced with many difficult decisions regarding which business topics to teach, which economic information is valid and available and where it can be found. Also, many are unfamiliar with how a business education course should be structured and presented. Most Peace Corps Volunteers have lived and worked in America's market economy all their lives. Many practical elements of market economics such as sales and marketing, the importance of customer service, the necessity of competition, the need for quality control, the value of money, etc., are well known to the Volunteer. As a result, they can be a valuable asset to support teachers and businessmen in their quest to introduce and improve the effectiveness of business education, as well as the understanding of the modern market economy. Peace Corps Volunteers and their Macedonian colleagues can work together in the following areas:

- to improve business resource materials.
- to develop a business English curriculum.
- to develop lessons and workshops that teach practical and useful business skills.
- to develop business communication links among school departments, local communities and the world.
- to develop business centered extra-curricular activities.
- to develop a strategy to give advice and lend support to local businesses.

Efforts to Improve Business Education:

The flourishing international NGO community currently offers a variety of business training seminars and business education opportunities to support Macedonia's small business development. The Privatization Agency is supporting small business development by sponsoring several business incubator projects throughout Macedonia. In addition, the Ministry of Education and Physical Culture has allowed the Junior Achievement (JA) business and marketing education program to be introduced into over 50 schools in 20 cities throughout Macedonia. Peace Corps Volunteers aided in JA's pilot program and continue to be very active in the JA program.

планирањето и презентирањето на лекциите, активностите и настаните. Ќе биде даден приоритет на вклучувањето на "вистински луѓе, вистински места и вистински примери".

Задачи

Доброволците и нивните колеги во училиштето и бизнис заедницата можат да соработуваат на следниот начин:

- да посетуваат и предаваат на ЈА семинари за обука.
- да одржуваат состаноци со одговорните луѓе од училиштето и локалните деловни луѓе за да се претстави и воведат ЈА програмата.
- да формираат ЈА компанија водена од ученици.
- да регрутираат локални деловни луѓе кои ќе им помогнат на учениците кога тие ќе ја формираат ученичката ЈА компанија.
- да работат со други поинтересни доброволци и нивни колеги во развивање и презентирање на ЈА материјалот.
- да развијат интерактивни, бизнис планови за часот фокусирани на ученикот. Лекции околу комерцијална етикета, порачување во ресторан, правење резервации, вежбање на техники за интервјуирање, се одлични теми за комуникација.
- да развијат лекции и активности кои содржат практични бизнис вештини од сферите како што се користење на телефон за бизнис цели, основи на сметководство, сервис за потрошувачи, рекламирање, продавање, деловна етика, давање извештај за производите на компанијата, увоз/извоз, преговарање, водење деловен состанок и презентирање бизнис графикони и статистички податоци.
- да организираат слободни активности кои ги поддржуваат ЈА темите. Активностите може да вклучуваат посети на локални производствени фабрики да се видат производствените операции, дискусии со локални бизнисмени на бизнис теми, посета на американски компании за да се види услугата на купувачите и стандарди за проверка на квалитет и да се дискутираат техники на управување (МакДоналдс е одлично место за ова), посета на фарми и прехранбени фабрики, дискусии со раководители на транспортни услуги, посети на невладини организации како што е Македонскиот Деловен Центар кој го поддржува развојот на малите и средни претпријатија и нудат семинари за обука, итн.
- да организираат часови по деловен англиски што ќе ги поддржат ЈА темите и да ги презентираат овие часови на учениците од училиштето и на заинтересираните луѓе од заедницата.
- да уредат и адаптираат учебници за бизнисот или списанија со релевантна содржина и да ги направат поразбирливи.
- да организираат бизнис клуб за да дискутираат за тековни бизнис прашања, историја на бизнисот и да работат на стекнување знаења и способности за решавање на проблеми поврзани со бизнисот.
- да организираат и понудат часови за компјутерска обука.
- да се фокусираат на пристапот за тимско предавање и планирање на ЈА активностите.
- јасно да ги дефинираат улогите на лицата што учествуваат во ЈА програмата.

2. Да се унапредат училишните и/или месните "центри за ресурси" со материјали од областа на бизнисот и организациска поддршка.

Подцел

Во текот на службата на доброволецот, ќе се создаде или зголеми со материјали одделот за бизнис литература, како еден дел од ресурс центарот, со материјали што се однесуваат на низа различни бизнис теми.

Задачи

Доброволците на Мировен Корпус и нивните колеги од училиштата и деловната заедница можат:

- да спроведат проценка на потребите за да определат какви бизнис материјали и литература се најпотребни за да се поддржат училиштата и лицата.
- да создадат и управуваат со бизнис одделот од библиотека.
- да дизајнираат и применат лекции на часот и деловни семинари базирани на материјалите од ресурс центарот.

Sector Goals:

The goals of the Business Education and Resource Development Sector are:

1. to introduce and implement the Junior Achievement business and marketing education program to Ministry approved schools.

Objective

Volunteers, school colleagues and local businessmen and women will plan, present, and evaluate a variety of lessons, classroom activities and extra-curricular activities, including business English and the development of a JA company, which support the JA curriculum and expand on business themes. In addition, there will be an emphasis on a team approach to lesson, activity, and event planning and presentation. There will also be a priority to involve "real people, real places and real examples."

Tasks

PCVs and their counterparts in school and the business community can collaborate on the following:

- to attend and give JA training sessions.
- to hold meetings with school officials and community businessmen and women to introduce the JA program.
- to form a student led JA company.
- to recruit local businessmen and women to assist students when they are forming a JA company.
- to work with other more experienced PCVs and their counterparts in developing and presenting JA material.
- to develop interactive, student centered business lesson plans. Lessons surrounding business etiquette, ordering at a restaurant, making reservations, entertaining and practicing interview techniques are great communicative topics.
- to develop lessons and activities that teach practical business skills in such areas as using the telephone for business purposes, basic accounting, customer service, advertising, salesmanship, business ethics, reporting on company products, import/export, negotiating, holding a business meeting and presenting business graphs and statistics.
- to organize extra-curricular activities that support JA themes. Activities can include trips to local manufacturing plants to see production operations, discussions with local businessmen on business topics, visits to American companies to witness customer service and quality control standards and to discuss management techniques (McDonalds is a great place for this), visits to farms and food processing factories, discussions with transportation service managers, visits to NGOs such as MBRC that support small business development and offer training sessions, etc.
- to develop business English classes that support JA themes and to present those classes to both school children and working men and women in venues throughout the community.
- to edit and adapt business related text books or journals to screen for relevant content and make them more understandable.
- to develop a business club to discuss current business issues, business history and work on business related problem solving skills.
- to develop and offer computer training courses.
- to focus on a team teaching and planning approach to JA activities.
- to clearly define the roles of those participating in the JA program.

- да ги контактираат деловните здруженија и невладините организации во заедницата за поддршка во материјали и информации за семинари за обука, тековни бизнис настани, конкурси за добивање неповратни финансиски средства, итн.
- да соработуваат во пишување на барањата за добивање на неповратни финансиски средства за поддршка на бизнис проекти.
- да ги контактираат организациите од САД што даваат поддршка на бизнисот како што се ЈА, "4Н", Ротари клубот, "Lion's" клубот, приватни бизниси, библиотеки, компании за компјутерски софтвер и други групи кои го поддржуваат развојот на бизнисот.
- да адаптираат и уредат учебници и списанија за да се вклучат во ресурс центарот.
- да се вклучат во еден посебен дел за ЈА сите материјали што се создадени за ЈА програмата.
- да направат филм за работата на локалните бизниси за да се илустрира што може да се унапреди.
- да пишуваат неделно издание за прашања од бизнисот и практиките во САД. Ова може да биде истакнато во ресурс центарот или да се користи како тема за активност на бизнис клубот.
- да се создаде план и распоред, за да се одговори на локалните прашања во врска со бизнисот и принципите на пазарната економија. Еден распоред би можел да биде доброволецот да определи одредени часови во канцеларија за одговарање на прашања од заинтересирани луѓе од заедницата. Доброволецот би можел исто така да определи консултантски распоред и да ги посети локалните бизниси.

III. Сектор за еколошко образование и развој на ресурси.

Во Македонија е запоставена сферата на еколошкото управување и образование. Како дополнение на тоа, моментално постојат финансиски притисоци врз владините агенции и образовни програми во врска со решавање на еколошки прашања. Како резултат на тоа, постои јасен недостаток од можности за еколошко образование и поради тоа има силни настојувања да се унапреди ефикасноста на еколошкото образование во училиштата и заедниците ширум Македонија. Доброволците на Мировен Корпус и нивните македонски колеги можат да соработуваат во следните сфери:

- да развијат програма за еколошко образование.
- да ги подобрат и да ги збогатат материјалите и литературата за еколошко образование.
- да креираат лекции, семинари и активности што ја развиваат еколошката свест во училиштата и заедниците.
- да развијат слободни активности фокусирани на екологија што ќе ги поддржат училишните, како и потребите на заедницата.
- да ги поддржат иницијативите на националните и меѓународните еколошки невладини организации.
- да развијат врски со локалните, националните и меѓународните еколошки групи.

Напори за унапредување на еколошкото образование:

Постои значителен број на национални и меѓународни невладини организации кои ги поддржуваат еколошките програми ширум Македонија. Како дополнение на тоа, Министерството за образование и физичка култура ја одобри програмата Глобално учење и набљудување во корист на животната средина (ГЛОБЕ), која е сестрана образовна програма од областа на екологијата, за примена во основни и средни училишта во градови ширум Македонија. Доброволците на Мировен Корпус и нивните колеги ќе бидат клучни во првичното спроведување на оваа програма.

Цели на секторот:

Целите на секторот за еколошко образование и развој на ресурси

1. Да се воведат сестрана еколошка образовна програма вклучувајќи ја и ГЛОБЕ програмата во училишта и заедниците.

Подцел

2. to improve school and/or community resource centers with business material and organizational support.

Objective

During the PCVs service a business resource section of a resource center will be developed or enhanced with materials related to a variety of business topics.

Tasks

Peace Corps Volunteers and their school and business community counterparts can:

- conduct a needs assessment to determine what business resource materials are most needed to support the school and local community.
- design and manage a business resource section of a library.
- design and implement classroom lessons and business workshops based on resource center materials.
- contact community business associations and NGOs for material support and information on training sessions, business current events, grant competitions, etc.
- collaborate on the writing of grants to support business projects.
- contact stateside business support groups like JA, 4H, the Rotary club, the Lion's club, private businesses, libraries, computer software companies and other business development support groups.
- adapt and edit text books and journals to include in resource center.
- include in a special JA section all material developed for the JA program.
- make a film of local business practices to illustrate what can be improved.
- write a weekly article on business issues and practices in the US. This can be posted in the resource center or uses as a topic for a business club activity.
- develop a structure to respond to local inquiries regarding business topics and the principles of market economics. One possible structure could be that the Volunteer set up specific office hours to field requests. The volunteer could also establish a consultant schedule and visit local businesses.

III. Environmental Education and Resource Development Sector.

In Macedonia, there has been a history of neglect in the area of environmental management and education. In addition, there are currently financial constraints imposed on government agencies and educational programming related to environmental issues. As a result, there is a clear lack of environmental education opportunities and thus there is a strong incentive to improve the effectiveness of environmental education in schools and communities throughout Macedonia.

Peace Corps Volunteers and their Macedonian colleagues can collaborate in the following areas:

- to develop an environmental education curriculum.
- to improve environmental education resource materials.
- to create lessons, workshops, seminars, and activities that develop environmental awareness in schools and communities.
- to develop environmentally centered extra-curricular activities that support school and community needs.
- to support national and international environmental NGO initiatives.
- to develop links with local, national, and international environmental groups.

Доброволците еколози, колегите од училиштето и членовите на заедницата ќе планираат, презентираат и оценуваат низа различни лекции, активности за на час и слободни активности што ќе ја поддржат ГЛОБЕ програмата и ќе ги прошират темите од областа на заштита на животната средина.

Задачи

Доброволците и нивните колеги од училиштето и заедницата можат да соработуваат на следното:

- да присуствуваат и да предаваат на ГЛОБЕ семинари за обука.
- да одржуваат состаноци со одговорни луѓе од училиштето и еколошките групи од заедницата за да се претстави ГЛОБЕ програмата.
- да развијат интерактивни, еколошки планови за часот фокусирани на ученикот, кои и ќе ја поддржат ГЛОБЕ програмата и ќе ги прошират темите. Темите за часот можат да вклучат:
 - учење за земјата како целосен еко-систем
 - учење за заедницата како локален еко-систем
 - глобални еколошки грижи како што се глобалното затоплување, пренаселеност, намалување на озонската обвивка, намалување на шумските површини, итн.
 - прашањето на загаденост во поглед на бучава, вода, воздух и почва.
 - проблеми поврзани со складирање на опасни отпадоци
 - прашања за заштита на дивниот свет
 - зачувување на шумите на нашата планета
 - дебати за заштита на животната средина наспроти економскиот растеж
 - прочистување на водата
 - заштита на дивниот свет и Законот за загрозени видови.
 - Агенција на Америка за заштита на животната средина. -Што е тоа? Што прави, а што не прави?
 - што прават, што работат американските еколошки групи?
- да развијат активности за на час или слободни активности со еколошки теми. На пример, доброволците и нивните ученици можат:
 - да изнајдат начини за чување на водата, намалување на губрето и рециклирање.
 - да создадат органски чисти градини без хемикалии.
 - да ја посетат локалната депонија за цврст отпадок.
 - да креираат начини за борба против загадувањето дома и во заедницата.
 - да посетат локални фабрики за производство за да видат и дискутираат за прашањето на загадување.
 - да посетат фарми за да видат и дискутираат за користењето на земјата и загадувањето со хемикалии.
 - да ја посматраат, документираат и уживаат во локалната разновидност на живиот свет.
 - да посетат различни водени површини и да спроведат тестови за квалитетот на водата.
 - да утврдат патека низ природа за да се засили идејата за еко-туризам.
 - да создадат градина со колекција на дрва од различни делови на светот или да се примени посебна "архитектура за пејсажи" за да се креира еден дел на локалниот парк.
 - да се создаде фарма на мравки и да се посматра нивниот начин на живеење.
 - да посетат локално градежно место за да ја видат и документираат загаденоста од бучавата.
 - да го посматраат влијанието на човекот врз животната средина во својот град.
- да образуваат ученици и членови на заедницата за научното проучување на природата, за подобро да ја разберат поврзаноста на човекот со природата, а и за значајната улога што научното проучување ја има одиграно во подобрувањето на квалитетот на животот на земјината топка.
- да организираат дискусии, тркалезни маси, јавни состаноци, јавни предавања, јавни изложби и други јавни иницијативи во врска со прашања од областа на заштита на животната средина.
- да организираат прослава на Денот на Земјата.
- да организираат јавно или ученичко засадување на дрва или настани за чистење.

Efforts to Improve Environmental Education:

There now exists a significant number of national and international NGOs that support environmental programs throughout Macedonia. In addition, the Ministry of Education and Physical Culture has allowed the Global Learning and Observations to Benefit the Environment (GLOBE) program, which is a comprehensive environmental education program, to be introduced in primary and secondary schools in several Macedonian cities. Peace Corps Volunteers and their counterparts will be instrumental in piloting this program.

Sector Goals:

The goals of the Environmental Education and Resource Development Sector are:

1. to introduce a comprehensive environmental education program including the GLOBE program into schools and communities.

Objective

Environmental education volunteers, school colleagues, and members of the community will plan, present, and evaluate a variety of lessons, classroom activities, and extra-curricular activities that support the GLOBE curriculum and expand upon a variety of environmental themes.

Tasks

PCVs and their counterparts in schools and communities can collaborate on the following:

- to attend and give GLOBE training sessions.
- to hold meetings with school officials and community environmental groups to introduce the GLOBE program.
- to develop interactive, student centered environmental lesson plans that both support the GLOBE curriculum and expand upon curriculum themes. Lesson topics could include:
 - + learning about the earth as a whole eco-system
 - + learning about the community as a local eco-system
 - + global environmental concerns like global warming, overpopulation, the depletion of the ozone layer, deforestation, etc.
 - + pollution issues regarding noise, water, air and soil.
 - + problems associated with storing hazardous waste
 - + wildlife protection issues.
 - + preservation of our planet's rain forests.
 - + debates on environmental protection vs. economic growth
 - + water purification
 - + wildlife protection and the Endangered Species Act.
 - + America's EPA (Environmental Protection Agency). -What it is?. What it does, and what it does not do?.
 - + What do American environmental groups do?
- to develop classroom activities or extra-curricular activities that highlight environmental themes. For example, Volunteers and their students can:
 - + design ways to conserve water, reduce litter, and recycle.
 - + design chemical free or organic gardens.
 - + visit local solid waste landfills.
 - + design ways to fight pollution in the home and in the community.

2. Да ги поддржат иницијативите на локалните, националните и меѓународните еколошки невладини организации и да воспостават врски меѓу граѓаните и организациите.

Подцел

Доброволците и нивните колеги заеднички ќе најдат начини да ги поддржат активностите на еколошките друштва и да развијат врски меѓу различни невладини организации и локалната заедница.

Задачи

Доброволците и нивните колеги можат да соработуваат на следното:

- да ги поддржуваат напорите за основање на стабилен еколошки туризам.
- да ги поддржуваат напорите за создавање нови закони, применување на важечките закони и промена на застарени или штетни закони за унапредувањето и зголемувањето на иницијативите за заштита на животната средина.
- да помогнат во создавањето на Локален Еколошки Акционен План (ЛЕАП).
- да воспостават врски со еколошки друштва за да ги поддржат граѓанските иницијативи со обука и материјали. Како дополнително на тоа, заедницата на невладини организации има многу применливи материјали на англиски и македонски, кои би можеле да бидат понудени преку еден локален еколошки ресурс-центар.
- да понудат стручна помош на научни проекти ако е можно.
- да обезбедат точни и непристрасни информации за еколошки прашања на владини и невладини институции.
- да го промовираат трајното одржување на необновливите извори на енергија и користењето на алтернативни обновливи извори на енергија.
- да ги поддржуваат напорите да се добие финансиска помош помагајќи во процесот на пишување на барањата за добивање на неповратна финансиска помош и учествувајќи на вакви конкурси.
- да отворат линии на комуникација помеѓу локалните и националните еколошки друштва. Ова вклучува делење на информации и поддржување на меѓусебната работа.
- да понудат соработка или да помогнат да се организираат локални еколошки друштва.
- каде што е можно, да помогнат во истражувањата и пишувањето на студии за животната средина.
- да уредат и адаптираат еколошки текстови за да се промовира разбирањето.
- да го поддржуваат развојот и одржувањето на локални и национални паркови.
- да креираат еколошки програми за локални или национални паркови. На пример, би можеле да создадете патеки во природа, училници во природа, научно сафари, да се организираат прошетки во природата со задача да се бараат специфични мириси на цвеќиња, посматрање на змии, птици, итн.

IV. Сектор за волонтерство (доброволно работење) во заедницата:

Еден од фундаменталните принципи на Мировниот Корпус вклучува развој на заедницата. Развивање на заедницата претставува многу повеќе од едноставно извршување на дадените задолженија и обврски во училиштето, невладината организација или во канцеларијата на градската управа. Развој на заедницата значи дека граѓани со различни етнички, религиозни, политички и економски позадини работат заедно за да го унапредат квалитетот на животот во нивната заедница. Развојот на заедницата е одреден од проектите и активностите кои што се превземаат и се спроведуваат. Развојот на заедницата се спроведува од луѓе кои сакаат доброволно да работат и се одржува со духот на волонтерство. Волонтерството е американска вредност и нашите граѓани имаат големо искуство во посветување на своето време и знаење на проекти за развој на заедницата. Американските доброволци на Мировен Корпус можат да бидат драгоцено средство во воведувањето на оваа жива и корисна идеја во македонските заедници. Очекуваме дека доброволците во соработка со нивните македонски пријатели и колеги ќе ги поделат своите искуства и

- + visit local manufacturing plants to see and discuss pollution issues.
 - + visit farms to see and discuss land use and chemical pollution issues.
 - + see, enjoy and document local biodiversity.
 - + visit different bodies of water and conduct tests on water quality.
 - + establish a nature trail to highlight the idea of eco-tourism.
 - + design an arboretum or apply landscape architecture themes to design a section of a local park.
 - + design an ant farm and observe how they live.
 - + visit local construction sites to witness and document noise pollution.
 - + monitor an environmental footprint for your town.
- to educate students and members of the community as to the scientific legitimacy of environmentalism and the important role it has played in improving the quality of life around the globe.
 - to organize round table discussions, public meetings, public lectures, public exhibitions, and other public initiatives regarding environmental issues.
 - to organize an Earth Day celebration.
 - to organize public or student tree planting or clean up events.
2. to support local, national and international environmental NGO initiatives and to establish resource links between citizens and the NGO community.

Objective

PCVs and their counterparts will together find ways to support NGO environmental activities and develop links between various NGOs and the local community.

Tasks

PCVs and their counterparts can collaborate on the following:

- to support efforts to establish ecologically sound tourism.
- to support efforts to draft new laws, enforce current laws, and change out of date or detrimental laws to advance environmental protection initiatives.
- to aid in the designing of a Local Environmental Action Plan (LEAP).
- to establish links with environmental NGOs to draw training and material support for citizen initiatives. In addition, the NGO community has lots of applicable material in English and Macedonian which could be offered through a local environmental resource center.
- when possible to offer technical support to scientific projects.
- to provide accurate and unbiased information to institutions both governmental and non-governmental on environmental issues.
- to promote the sustainable use of non-renewable energy resources and the use of alternative renewable energy resources.
- to support attempts to receive financial support by aiding in the process of writing grants and applying to grant competitions.
- to open lines of communication between local environmental groups and national groups. This includes sharing information and supporting each others work.
- to offer guidance or to help organize local environmental groups.
- when possible to aid in the research and writing of environmental impact studies.
- to edit and adapt environmental texts to promote understanding.
- to support the development and maintenance of local and national parks.

способности за организирање или зајакнување на најразновидни проекти за развој на заедницата, во нивните заедници.

Цели на секторот:

1. Со помош на колегите од училиштето и заедницата, доброволците ќе придонесат во развојот и зголемувањето на проекти и активности за развој на заедницата.

Подцел

Во текот на двегодишното работење на доброволците, тие ќе работат со граѓани од заедницата во развивање на специјални проекти и активности кои задоволуваат граѓанска потреба, даваат помош на оние кои имаат потреба или обезбедување на драгоцен обука или образование за прашања од заеднички интерес на заедницата.

Задачи

Доброволците и граѓаните можат да соработуваат на следното:

- да предаваат англиски на заинтересираните од правната професија преку програмата на CEELI (Central and Eastern European Law Initiative-Централно и источно европска правна иницијатива).
- да предаваат курс по деловен англиски јазик на заинтересираните деловни луѓе.
- да ги поддржуваат јавните кампањи за подигање на свеста во сферата на екологија, здравство и градење на граѓанско општество.
- да развијат активности за домовите за сирачиња во реонот.
- да планираат активности за училиштата за деца со посебни потреби или институции за ментално или физички заостанати деца.
- да развијат програми на размена, како што се размена на уметнички творби на децата, посета на организации кои се бават со уметност, образовна размена на претставник-лидер од училиштето или заедницата.
- да креираат компјутерска (веб) реклама за градот.
- да започнат програма на збратимување на градот со град од САД.
- да организираат драмски клуб за заедницата, спортски клуб, бизнис клуб, еколошки клуб или новинарски клуб.
- да изведуваат неделна програма на радио или телевизија.
- да креираат или поддржат активности за решавање на конфликти за да се намали етничката тензија.
- да развијат или понудат поддршка на организации на жени, посебно оние кои се фокусираат и работат на прашања за образование на женска младина, решавање на конфликти и др.
- да подготват материјали за прашања кои се однесуваат на жената во Македонија.
- да ги поддржат напорите на групи од заедницата или од локалната градска управа да се отпечатат информативни материјали за потребни работи во заедницата.
- да создадат повеќе јазичен весник.
- да создадат библиотеки со касети за училиштето и заедницата.
- да организираат регионален натпревар по англиски јазик.
- да понудат часови за подготовка за ТОЕФЛ тестот по англиски јазик.
- да организираат или учествуваат во летни кампови или семинари.
- да организираат прослава на Денот на Земјата вклучувајќи активности за чистење и натпревари.
- да ги поддржат градските одговорни луѓе во креирањето и печатењето информации за нивниот град, за дистрибуирање на тие информации на трговски изложби, политички конвенции, туристички агенции и агенции за развој.
- да направат информативни пакети за прашања на малцинствата во Америка.
- да организираат или да ги поддржат здруженијата на наставници и родители.

- to create environmental programming for local or national parks. For example, you could design nature trails, outdoor classrooms, science safari's, fragrant flower walks, snake watch walks, bird watching, etc.

IV. The Community Volunteerism Sector:

One of the fundamental principles of Peace Corps involves community development. Community development is much more than simply performing one's assigned duties in a public school, NGO or city administration office. Community development means that citizens of varying ethnic, religious, political and economic backgrounds work together to improve the quality of life in their community. Community development is defined by the projects and activities that are performed. Community development is carried out by volunteers and sustained by the spirit of volunteerism. Volunteerism is an American value and our citizens have a great deal of experience in donating their time and skills to community development projects. American Peace Corps Volunteers can be a valuable asset in introducing this very spirited and useful idea to Macedonian communities. We expect that the Volunteers in cooperation with their Macedonian friends and colleagues will share their experience and skills in organizing or enhancing a variety of community development projects within their respective communities.

Sector Goals:

1. with the assistance of school and community colleagues PCVs will aid in the development and enhancement of community development projects and activities.

Objective

During the PCV's service they will work with citizens in the community to develop special projects and activities that fulfill a civic need, give aid to those in need or provide valuable training or education on shared community issues.

Tasks

PCV's and citizens can collaborate on the following:

- to teach English to those in the law profession through the CEELI (Central and Eastern European Law Initiative) program.
- to teach a business English course to area businessmen and women.
- to support public awareness campaigns in the areas of the environment, health, and the building of a civil society.
- to develop activities for area orphanages.
- to plan activities for special needs schools or institutions for the mentally or physically impaired.
- to develop exchange programs such as children's art exchanges, performing art company visits, and school or community leader educational exchanges.
- to create a web page for the city.
- to start a sister city program with a US town.
- to develop a community drama club, sports club, business club, environmental club, or press club.
- to perform a weekly radio or television show.
- to design or support conflict resolution activities to reduce ethnic tensions.
- to develop or offer support to Woman's groups, particularly those that focus and work on the education of the female youth, conflict resolution issues etc.

- да организираат или поддржат дискусии на тркалезна маса во заедницата на теми од заеднички интерес за заедницата.
- да уредат изданија, книги, драми итн. за членовите на заедницата.
- да ги поддржат локалните медицински услуги или организирани семинари барајќи материјална или финансиска поддршка за да се подобри здравствената грижа и образованието на луѓето за СИДА.
- да презентираат или поддржат било кои предавања или активности во врска со заеднички здравствени прашања.
- да ги помагаат локалниот совет за уметност, театарска група, балетска група, симфониски оркестар и рокен рол група со административни работи, односи со јавноста, продажба на билети или во преведување на материјал.
- да ги помагаат локалните наставници по англиски јазик во создавањето и одржувањето на регионални и национални здруженија на наставници.
- да создадат за вработените во градската самоуправа серија семинари по англиски јазик за специфична намена за јавната управа.
- да организираат професионален ден за жените.
- да организираат "саем на работа" за граѓаните и учениците, информирајќи ги за работењето на организациите и за можностите за вработување.
- да организираат или да ги поддржат различните настани и активности одржани во централен објект во градот (Дом на култура, Пионерски дом, итн.)
- да помогнат во формирањето на организација за планирање на семејството.
- да организираат регионален натпревар за дегустација на вино, ориз, тутун и друго. Повикајте многу луѓе поврзани во индустријата за вино, ориз, тутун итн.
- да ги помагаат активностите на локалните невладини организации.
- да ги помагаат напорите на локалните еколошки групи за градење на еколошката свест.
- да иницираат програма на Голем брат Голема сестра (ученик/чка од средно училиште би му помагале на ученик/чка од основно училиште, како голем брат или сестра, при учењето, совладување на поедини лекции, за дружење, помагање во решавање на некои проблеми итн.)
- да направат градина за слепите што ќе биде исполнета со мирисливи растенија, скулптури и природни звуци.

Доброволците на Мировен Корпус работат во преку 20 градови ширум Македонија. Иако секој доброволец е распореден во одредена институција и работи на еден од секторите - за изучување на англиски јазик, економско образование, еколошко образование и доброволно работење во заедницата, сите доброволци се вклучени во низа меѓукултурни активности. Доброволците претставуваат голем извор на искуства и знаења и нивните македонски колеги и сограѓани треба да црпат информации и поддршка колку што им е потребно.

- to prepare materials on woman's issues in Macedonia.
- to support efforts by community groups or the local city administration to publish needed community service information material.
- to create a multi-language news paper.
- to create cassette libraries for school and community libraries.
- to organize a regional English language competition.
- to offer TOEFL test preparation classes.
- to organize or participate in summer camps or workshops.
- to create an Earth Day celebration including clean up activities and competitions.
- to support city administrations in creating and publishing information about their city for distribution to trade shows, political conventions, tourist agencies and development agencies.
- to develop information packets on American minority issues.
- to organize or support teacher/parent associations.
- to organize or support community round table discussions on community themes.
- to edit articles, books, plays, etc. for members of the community.
- to support local medical services or training facilities to locate material or financial resources to improve health care and support AIDS education.
- to present or support any lessons or activities related to community health issues.
- to assist the local arts council, theater group, ballet company, symphony or rock and roll band with administrative operations, public relations, ticket sales or in the translation of material.
- to assist local English teachers in creating and maintaining a regional and national association of teachers.
- to develop for city administration employees a series of English for specific purpose seminars on public administration.
- to organize a professional day for women.
- to organize a job fair for citizens and students.
- to organize or support the programming for a community center.
- to assist in the formation of a family planning association.
- to organize a regional tasting competition in wine, rice, tobacco etc. Be sure to invite lots of people associated with the relevant industry.
- to assist local NGO activities.
- to assist in capacity building efforts by local environmental groups.
- to initiate a Big Brother Big Sister program.
- to create a garden for the blind that is filled with textured and fragrant plants, sculptures and natural sounds.

Peace Corps Volunteers are serving in over 20 cities throughout Macedonia. Although each Volunteer is assigned to a specific institution and is placed in one of the sectors - English ed., business ed., environmental ed., and community volunteerism - all of the PCVs are involved in a variety of cross-sectoral activities. PCVs are a great well of experience and knowledge and their Macedonian colleagues and the citizens in their communities should draw forth as much support and information as they need.