

Members

Sen. Pete Miller, Chairperson
Sen. Michael Crider
Sen. Ron Alting
Sen. James Arnold
Sen. Lindel Hume
Sen. Earline Rogers
Rep. Kevin Mahan
Rep. Wendy McNamara
Rep. Alan Morrison
Rep. Linda Lawson
Rep. Ed DeLaney
Rep. Kreg Battles
Dr. Margaret Blythe
Jim Bush
Phil Hobson
Kevin Maxwell



SCHOOL SAFETY INTERIM STUDY COMMITTEE

Legislative Services Agency
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Indianapolis, Indiana 46204-2789
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Andrew Hedges, Attorney for the Committee
David Lusan, Fiscal Analyst for the Committee

Authority: P.L. 172-2013 (SEA 1)

MEETING MINUTES¹

Meeting Date: August 29, 2013
Meeting Time: 2:00 P.M.
Meeting Place: State House, 200 W. Washington St., Room 431
Meeting City: Indianapolis, Indiana
Meeting Number: 1

Members Present: Sen. Pete Miller, Chairperson; Sen. Michael Crider; Sen. Ron Alting; Sen. James Arnold; Sen. Lindel Hume; Sen. Earline Rogers; Rep. Kevin Mahan; Rep. Wendy McNamara; Rep. Alan Morrison; Rep. Linda Lawson; Rep. Ed DeLaney; Rep. Kreg Battles; Dr. Margaret Blythe; Jim Bush; Phil Hobson.

Members Absent: Kevin Maxwell.

Sen. Miller called the meeting to order at 2:03 p.m.

I. Executive Branch Review and Grant Program

John Hill, Executive Director, Indiana Department of Homeland Security, described the recommendations of the Governor's School Safety Study Group and discussed the availability of grants. (See Exhibit 1).

In response to questions from Representatives Battles and Mahan, Mr. Hill testified

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

that the grant would need to be spent in the two year budgetary period, and that a grant funding a school resource officer (SRO) in one period would not necessarily be continued beyond that period. In response to a question from Senator Rogers, Mr. Hill noted that seminars are being conducted across the state to inform school districts about the availability of grants and the application process.

II. The Role of School Resource Officers

Carmel Police Officer D.J. Schoeff, an SRO employed in the Carmel schools, described the role of an SRO. (See Exhibit 2).

In response to committee discussion, Officer Schoeff stated that an important role of SROs is to build positive relationships between law enforcement and students. Officer Schoeff noted that Carmel employs four SROs, and that the SROs are in addition to other officers assigned to the school who have separate roles.

In response to a question from Dr. Blythe, Officer Schoeff testified that SROs are employed by and answer to the police department, but that the memorandum of understanding between the police department and the schools allows for close work with school administrators. Representative Battles stated that he was impressed with SROs at his school, who were often able to defuse issues before they turned violent.

III. Impact of Increased Police Presence in Schools

Dr. Russell Skiba, Professor of Counseling and Education at Indiana University and Director of the Equity Project at the Indiana University Center for Evaluation and Education Policy, presented academic research into the effect of police officers in schools. (See Exhibit 3).

Senator Rogers stated that Dr. Skiba's testimony showed the importance of having well trained officers in schools. She also noted that Gary dealt with a budget shortfall by eliminating SROs, and that many people, including students, regretted the decision.

IV. Youth with Mental Illness

Joshua Sprunger, Executive Director of NAMI of Indiana, testified that police need training to understand mentally ill students. Mr. Sprunger noted that mental illness does not lead to a significant increase in violence (data show that mentally ill students are only 1% more likely to become violent), but that mentally ill students are disproportionately victims of school violence.

V. Marion County Schools

Dan Shroeder, Marion County Public Defenders Office, testified that having additional officers in schools is sometimes problematic. In Marion County, the role of the police officers is often unclear, with the border between school discipline and law enforcement being blurred. Mr. Shroeder testified that the General Assembly should clearly define the role of a SRO, and that discipline and law enforcement functions should remain separate. Mr. Schroeder suggested that a search conducted for purposes of school discipline, for example, should not be used in a criminal investigation.

Christine Kerl, Marion County Chief Probation Officer, testified that a Marion county pilot project placing probation officers in schools had been very successful, with arrests dropping and expulsions dropping 53%. There are 23 probation officers currently assigned to schools in Marion County, but this will be expanded due to the success of the pilot project.

In response to a question from Representative Battles, Officer Kerl testified that the

pilot program used mentoring programs, counseling, and family-based programs, as well as the Marion County Teen Court.

VI. Collateral Consequences of Arrests and Juvenile Adjudications

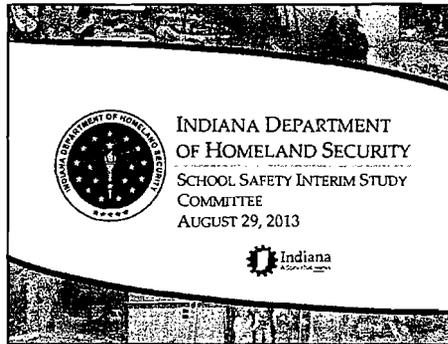
Amy Karozos, a member of the Indiana State Bar Association's Civil Rights of Children Committee, gave an overview of the collateral consequences of arrests and juvenile adjudications on students. (See Exhibit 4).

In response to committee discussion, Ms. Karozos testified that it was important not to criminalize discipline and to keep kids in school. Ms. Karozos also testified that the Civil Rights of Children Committee was concerned about racial disparities in discipline and enforcement.

VII. Overview of School Violence

Mindi Goodpaster, Director of Public Policy and Advocacy, Marion County Commission on Youth (MCCOY) and Secretary, Children's Coalition of Indiana, gave a presentation describing research on violence in schools. (See Exhibit 5). In response to Committee discussion, Ms. Goodpaster testified that most acts of violence in school were committed by students, not strangers, and that acts of violence in schools were relatively rare when compared to the community outside the school. SROs are part of a solution to reduce school violence, but other programs, such as an anti-bullying program, are also necessary.

Senator Miller adjourned the meeting at 4:00 p.m.



Governor's School Safety Study Group

- Governor Pence announced his priority for Indiana school safety on December 19, 2012 and on his first day in office convened his public safety team to begin addressing this important issue
- The group is composed of representatives from the public safety, education, child services and mental health communities

Governor's School Safety Study Group

- Action items recommended by the group:
 - One Stop Shop school safety center for relevant information resources for school and other parties engaged in school safety
 - Collect and disseminate training information pertaining to students or school activities which will be provided by entities or agencies to individuals who interact with or who are in the school system.

Governor's School Safety Study Group

- Establish a regular review process of laws, regulations or administrative barriers that compromise school security – allowing for timely and effective remedies
- Departments of Child Services, Mental Health and Addictions and Corrections will continue to work toward an accepted multi-agency release of information for the seamless transition of youth between agencies and service providers

Indiana Department of Homeland Security (IDHS) Activities

Since SEA 1 went into effect July 1, 2013, IDHS has:

- Met with the Secured School Safety Board
- Hired a program manager and two school liaisons

SEA 1 Related Activities

- Released official guidance for the grant
- Created a template for the online submission of proposals through the agency's grant management system.
 - Created a webinar to walk new users through the proposal submission process

SEA 1 Related Activities

- Conducted a seminar in each of the 10 IDHS districts
 - A live webinar will be recorded for those unable to attend a live seminar
- The agency will continue to provide one-on-one technical assistance for questions related to the grant

IDHS Secured School Safety Grant Seminars

District	Date	Location	City
1	August 20, 2013	Kankakee Valley Middle School	Wheatfield
2	August 12, 2013	Jackson Intermediate School	South Bend
3	August 19, 2013	Whitley County Government Center	Columbia City
4	August 26, 2013	Harrison High School	West Lafayette
5	August 21, 2013	Brownsburg High School	Brownsburg
5	August 27, 2013	Greenfield Middle School	Greenfield
6	August 15, 2013	Anderson City Hall	Anderson
7	August 21, 2013	Terre Haute Air National Guard	Terre Haute
8	August 14, 2013	Seymour High School	Seymour
9	August 13, 2013	Switzerland County Tech Center	Vevay
10	August 22, 2013	Lynnville Community Building	Lynnville

School Resource Officers

SEA 1 defined School Resource Officers for the first time, adding the definition to IC 20-26-18.2-1.

- It requires:
 - Successful completion of the minimum training requirements established for law enforcement officers under IC 5-2-1-9, and
 - At least 40 hours of certified school resource officer training

School Resource Officers

- Certified training may come from four (4) sources according to SEA 1:
 - The Indiana Law Enforcement Training Board
 - The National Association of School Resource Officers
 - A certified school resource officer instructor
 - Another organization that offers certified instruction to school resource officers

Secured School Safety Board

- The Secured School Safety Board (SSSB) as enumerated in SEA 1, met and approved the grant guidance on June 20, 2013
- Once the grant application period has closed on September 30, the SSSB will convene to review and approve the grant awards.
- Successful award notifications are anticipated on or about November 1, 2013

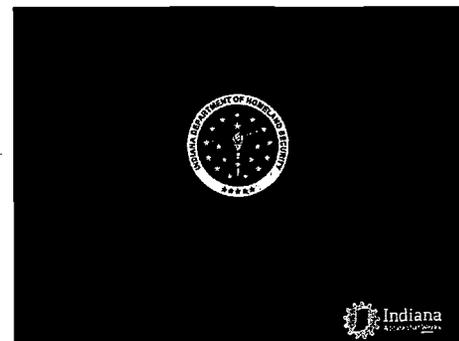
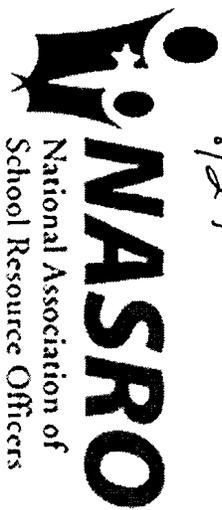
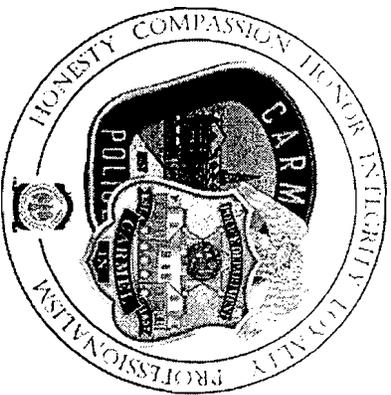


Exhibit 2
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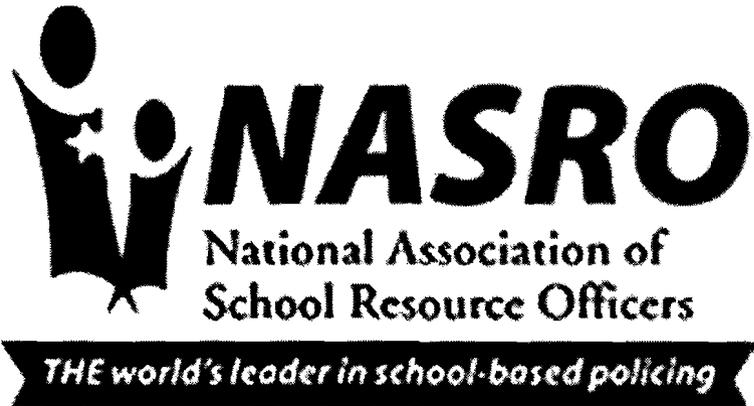


THE world's leader in school-based policing



School Resource Officers Awareness and Understanding

Officer D.J. Schoeff
Carmel PD
INSROA Secretary
NASRO Region 5 Director
dschoeff@carmel.in.gov

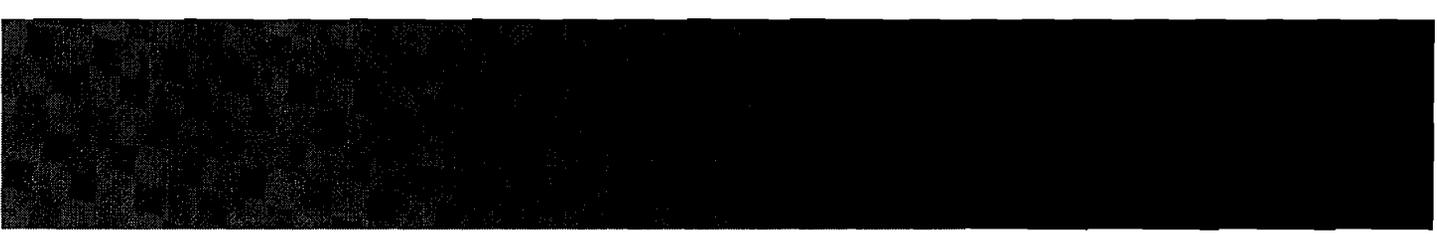
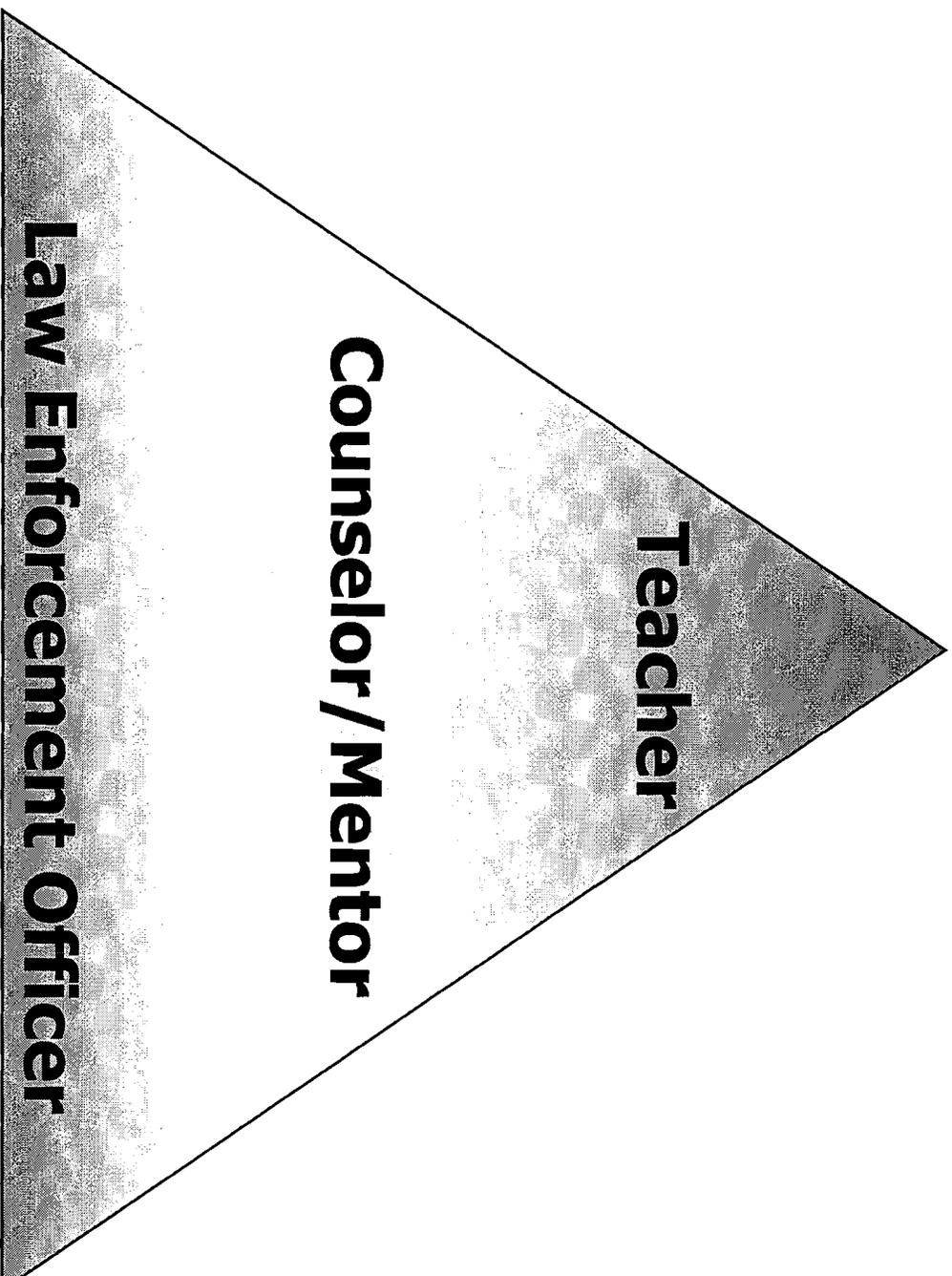


•1950's - Use of LE in Schools

•70's-80's - Steady Increase

•1991 - NASRO

NASRO Triad Concept



What Do We Know about Police Presence in Schools?

Russell J. Skiba
The Equity Project at Indiana University

Testimony before the School Safety
Interim Study Committee
Indiana General Assembly
August 29, 2013 Indianapolis, IN



Responses to Newtown

- Advancement Project: *Police in Schools are Not the Answer*
- NRA: *School Shield Proposal*
- At least 6 bills in Congress



What Do We Know about Police in Schools?

- Data are sparse
 - Very few studies on effects of police or SRO's
 - OCR just began reporting school arrests
- Numbers of SRO's appear to be increasing
 - Especially in high minority schools
- Number of school arrests appear to be increasing



A Mixed Reception

- Administrators
 - SROs represent a valuable addition to school safety
- Students
 - Reactions more mixed
 - Often don't believe SROs make a difference



Evidence of Effects—Positive

- Evaluation of one SRO program in southern city
 - 77% of administrators enthusiastic
 - Reported drop in suspension
- VA Content Analysis of SRO reports
 - SROs and staff perceived a reduction in fighting since SRO arrived
 - Strong support among staff for presence of SROs



Evidence of Effects— Negative School Outcomes

- Increased security personnel associated with *decreased* feelings of school safety
- Review of 178 studies: Using police to handle disorder does not reduce problem behavior
- Five year study in NY: SRO schools had
 - Worsening rate of attendance and suspension
 - Lower academic achievement



JUSTICE CENTER
 THE CENTER FOR STATE GOVERNMENTS
 Collaborative Approaches to Public Safety

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Judge Steve Teske seeks to keep kids with minor problems out of court
 October 17, 2011

By Denise St. George
 Washington Post

GREENVILLE, N.C. — Steve Teske doesn't hold back. He's a Southern judge, with the boom and flair of a preacher, who has risen to national prominence arguing that too many students get arrested or kicked out of school for minor trouble.

"Zero tolerance is zero intelligence," he likes to say.

His plea for common sense follows two decades of increased police presence at schools across the country, including in the Washington region, and coincides with a growing concern nationally about campus arrests and suspensions.

Teske wants people to know that students regularly show up in the courtroom who shouldn't be there. That a schoolyard fight or a moment of mouthing off at a teacher is no reason to pull out

YOU MAY ALSO BE INTERESTED IN

- This school cop-out paperer: How 'homework' gets kids in jail
- When Kids Behave Like Kids, Don't Punish Them Like They Are Adults
- Judge Jenise Barkley's Juvenile Mental Health Court sees progress
- To protect kids at kids

RELATED PUBLICATIONS AND NEWS

- Judges Meet to Discuss Applications of CSJ Justice Center's Behavioral Health Framework
- Mental Health Courts Explored at Annual Training Conference for Drug Court Professionals
- NJ: 1-800-486-8888 Phone Lines for

CENTER FOR EVALUATION & REFORM POLICY

What Predicts a Positive Police Presence?

- Training in Child/Adolescent Development
- Training in Conflict Management
- Focus on education and mentoring, as well as law enforcement
- Clearly define the role of the SRO, esp. around discipline vs. safety issues
- Work collaboratively with schools, other agencies on comprehensive safety planning

CENTER FOR EVALUATION & REFORM POLICY

The NASRO Triad Model

- **Educator**
 - Educating students about law-related topics
- **Informal Counselor**
 - Mentoring students as counselors and role models
- **Law Enforcer**
 - Contributing to the safe schools team by ensuring a safe and secure campus

CENTER FOR EVALUATION & REFORM POLICY

NASRO: Possible SRO Duties

- Meeting with principals each morning to exchange information to detect threats to safety
- Meeting with campus and community social workers to understand how outside issues may motivate a student's disruptive behavior. Work with school staff to ensure effective and supportive responses.
- Scheduling emergency drills in conjunction with other local agencies.
- Instructing students on technology awareness, domestic violence, traffic-stop education, and bullying
- Helping students with their homework, playing basketball, and sharing dinner together during extended school-day programs.

CENTER FOR EVALUATION & REFORM POLICY

MOU: Denver Intergovernmental Agreement

- Language clarifying role of SRO's
 - Differentiate between disciplinary issues & crime
- Joint training of SRO's and principals in dealing with youth
- Requires meetings between SROs, principals, and communities
- Due process provisions for parents and students

CENTER FOR EVALUATION & REFORM POLICY

Clayton County, Georgia

- 2004: JJ System, Law Enforcement, School System, and Social Service Groups drafted cooperative agreement
 - Protocol to reduce charges and arrests
 - Cross training of law enforcement, school staff
 - "Community Care" Program
- Results
 - 70% drop in dangerous weapons
 - Officers' relationships w students have improved
 - Decrease in fighting, disruption
 - Graduation rates up 20%

CENTER FOR EVALUATION & REFORM POLICY

School Resource Officers Impact on Schools: Summary

Testimony of Russell Skiba, Ph.D.

Center on Evaluation and Education Policy

School Safety Interim Study Committee, August 29, 2013

Schools must be safe and productive learning environments for children. In the wake of the tragedy at Sandy Hook Elementary there have been calls at the federal level and in Indiana for an increased presence of School Resource Officers (SRO) in schools. Yet we currently know little about the effects or effectiveness of school policing. What follows is a brief summary of the best information available on the effects of SROs in schools.

Summary of Key Findings

1. *Few Strong Studies:* Few empirical studies of the effectiveness of SROs exist, making strong statements about effectiveness impossible. There appear to be no studies on whether or not SROs have helped keep armed gunmen out of schools.
2. *Perceptions of Effectiveness Differ:* School administrators hold generally positive perceptions of SROs; students' reactions are more mixed. African American and Hispanic students have reported more negative perceptions than others.
3. *Mixed Evidence of Effectiveness:* Some reports suggest that SROs can be an effective element of a school safety program. Yet SROs have also been found to be associated with increases in school-based arrests for non-safety related behaviors, increased suspensions, and lower attendance, especially for students of color.
4. *Alternatives have a Stronger Record:* There is better evidence that alternatives (e.g., positive behavior supports, bullying prevention) can have a significant impact in ensuring safe school climates conducive for learning.

Some exemplary SRO programs, based on the National Association of School Resource Officers' (NASRO) Triad Model (Education-Mentoring-Law Enforcement), have shown promise in addressing issues of safety, working with at-risk students, and law-related education. Successful programs have a number of key characteristics in common:

- *Training in Child and Adolescent Development and Behavior*
- *Training in Conflict Management*
- *Focus on Education and Mentoring as well as Law Enforcement*
- *Clearly Defining the Role of the SRO*
- *Working Collaboratively as Part of the School Team on Comprehensive Safety Planning*

Thus, the effectiveness of SROs in schools seems to depend largely on how the program is implemented. In addition to training, scope and definition of the role, and collaboration, it will be important to include data collection to avoid unintended consequences of criminalization and increasing school arrests. With appropriate attention to quality of implementation, however, SROs may make a positive contribution to a process of comprehensive school safety planning.



School Resource Officers Impact on Schools References

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Summary Prepared by Russell J. Skiba,
M. Karega Rausch, & Natasha Williams
Equity Project at Indiana University

Exhibit 4
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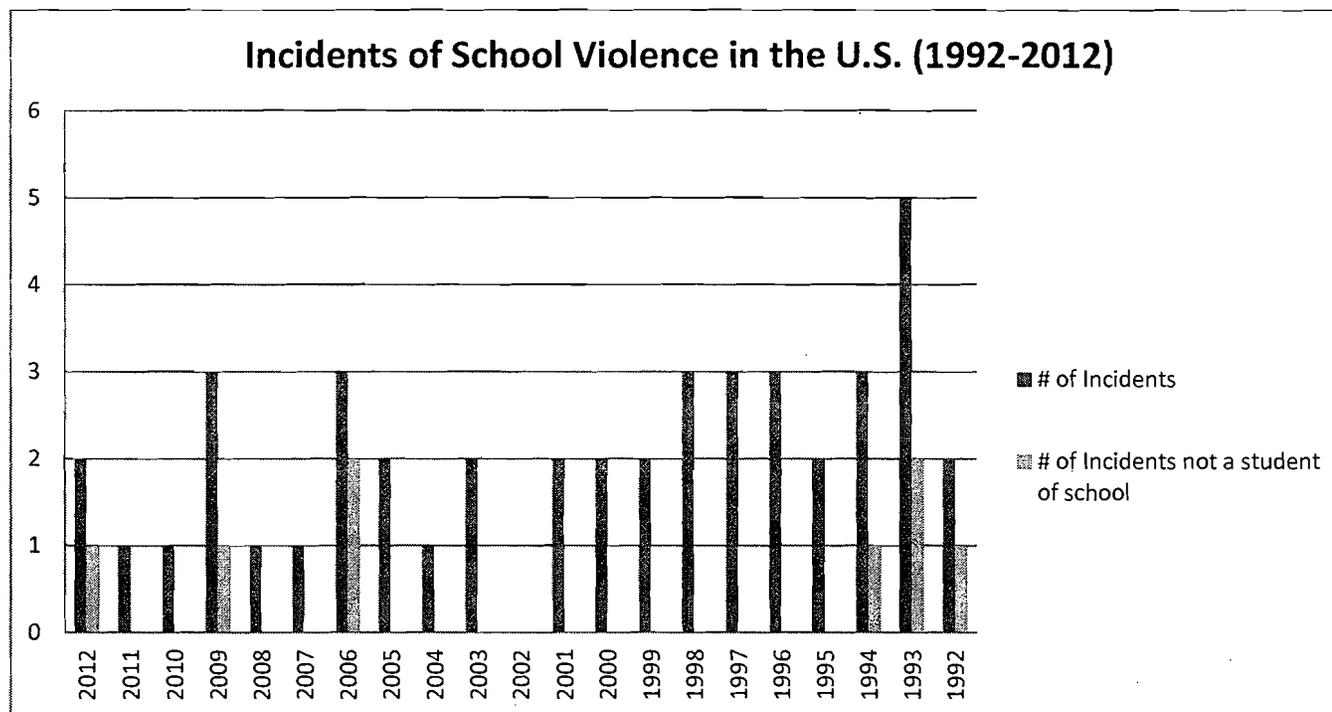
Collateral Consequences of Juvenile Adjudications in Indiana

A juvenile adjudication often leads to collateral consequences that children and their parents may not fully understand as they participate in the juvenile justice system. Many state and federal statutes and regulations mandate the disclosure of juvenile adjudication information, which can impact basic needs, such as housing, education, employment, and the ability to get a driver's license. In recognition of this impact on children and their families, the American Bar Association gathered federal and state data – including Indiana's – into an evolving database of these often unanticipated consequences of juvenile adjudications. Additional information is available at www.beforeyouplea.com. What follows is a partial summary:

1. Disclosure to the Public – Despite the commonly held belief that juvenile court proceedings are confidential, there are many instances when the child is not shielded from the public gaze and the impact that may follow. For instance, whenever a petition alleges that the child committed an act that would be murder or a felony if committed by an adult, the juvenile court proceeding is open to the public. Ind. Code. 31-32-6-3. If a petition contains allegations of a felony and/or a specified number of misdemeanor offenses, most juvenile court records are open to the public. Ind. Code 31-39-2-8(a). Finally, if a child is placed on the sex offender registry following an adjudication, that information is treated in the same manner as an adult offender. Ind. Code 11-8-8-4.5, -5, -7.
2. Primary or Secondary School Suspension or Expulsion – If the child is adjudicated for a Class A felony, a Class B Felony, a Class C Felony, or two (2) Class D felonies, the juvenile court judge must give written notice of the adjudication to the child's chief administrative officer or school superintendant. Ind. Code 35-50-8-1(a). The school may then suspend or expel the child for any unlawful activity on or off the school grounds if the unlawful activity may: (1) interfere with school purposes or an educational function or (2) the child's removal is necessary to restore order or protect persons on school property, even if the act occurred during weekends, holidays, school breaks, or the summer period. Ind. Code 20-33-8-15.
3. Limits on Higher Education – The undergraduate application for Indiana University-Bloomington, Indiana University-Southeast, and Purdue University asks questions that may require the student to reveal juvenile delinquent adjudications and could impact admissions. Additionally, those students applying for the Twenty-first Century Scholars Program (a tuition scholarship program) must certify that the student has not committed a delinquent act. Ind. Code 21-12-6-5(a)(4).
4. Eviction From Federally-Funding Housing – Public housing authorities may evict a tenant or a household if any household member engaged in drug-related criminal activity, violent criminal activity, or other activity that threatens the health, safety, or right to peaceful enjoyment of the premises. 24 C.F.R 982.553(a)(1)(i); (a)(2)(ii); (b) (2010).
5. Suspension of Driver's License or Permit – Many juvenile adjudications mandate the suspension of the child's driver's license or permit, including for habitual truancy (Ind. Code 20-33-2-11), operating while intoxicated (Ind. Code 31-37-19-17.3), other alcohol-related offenses (Ind. Code 7.1-5-7), controlled substance and prescription drug-related offenses (Ind. Code 31-37-19-13, -14, and -19), criminal mischief with graffiti (Ind. Code 31-37-19-17), and fuel theft (Ind. Code 31-37-19-20).
6. Denial of Military Service Application – In general, all branches of the military mandate that a juvenile adjudication record involving acts that would be crimes must be disclosed during the application process and may prevent an applicant from enlisting unless granted a waiver.

Introduction – the following is a list of incidents of violence at elementary, middle and high schools since 1927. It does not include suicides, gang related incidents or deaths resulting from interpersonal conflicts.

44 cases between 1992-2012 – 8 of those are **not** students of the school (18%)
 22 other cases between 1927-1992 – 7 of those are **not** students of the school (32%)
Total = 66 cases – 15 are *not* students of the school (23%)



2012

February 27 – Chardon High School, Chardon, Ohio

Student Daniel Parmertor, 16, is killed and four others wounded when student T.J. Lane, 17, opens fire in the school. Demetrius Hewlen, 16, later dies from his wounds and Russell King Jr., 17, is declared brain dead.

December 14 – Sandy Hook Elementary School, Newtown, Connecticut

20-year old Adam Lanza, after killing his mother, opened fire at an elementary school in Newtown, Connecticut, killing 20 children, ages 6 and 7, and 6 adults.

2011

January 5 – Millard South High School, Omaha, Nebraska

17-year old Robert Butler Jr. opens fire on principal Curtis Case and vice principal Vicki Kasper. Butler then kills himself about a mile from the school. Vice principal Kasper later died at the hospital.

2010

February 5 – Discovery Middle School, Madison, Alabama

14-year old Todd Brown dies after being shot in the head in a school hallway. A fellow ninth-grader is the suspected shooter and is taken into custody.

2009

September 15 – Coral Gables Senior High School, Coral Gables, Florida

17-year old Andy Jesus Rodriguez fatally stabs 17-year old sophomore Juan Carlos Rivera during a fight.

September 23 – John Tyler High School, Tyler, Texas

A 16-year old student is taken into custody for stabbing and killing high school teacher Todd R. Henry.

October 16 – Carolina Forest High School, Conway, South Carolina

A 16-year old student is shot and killed by a police officer after allegedly pulling a knife and stabbing the officer.

2008

August 21– Central High School, Knoxville, Tennessee

An unnamed teen shoots and kills another teen. The suspect is arrested by police.

2007

January 3– Henry Foss High School, Tacoma, Washington

Student Douglas Chanthabouly, 18, fatally shoots another student, Samnang Kok, 17

2006

September 27 – Platte Canyon High School, Bailey, Colorado

54-year old Duane Morrison takes six female students hostage. When SWAT teams enter the school, Morrison shoots 16-year old Emily Keyes. Morrison then kills himself. Keyes later died at the hospital.

September 29 – Weston High School, Cazenovia, Wisconsin

15-year old Eric Hainstock goes to school armed with a shotgun and a handgun. After a struggle with the school janitor, Hainstock shoots and kills the school principal.

October 2– Georgetown Amish School, Nickel Mines, Pennsylvania

32-year old Charles Roberts IV goes to a small Amish school and takes at least 11 girls hostage. Five girls were killed and six others wounded. Roberts then killed himself.

2005

March 21– Red Lake High School, Red Lake, Minnesota

16-year old Jeff Weise kills his grandfather and another adult, four fellow students, a teacher and a security officer. He then killed himself.

November 8 – Campbell County Comprehensive High School, Jacksboro, Tennessee

A 15-year old student opens fire on a principal and two assistant principals, killing one of them and critically wounding another.

2004

February 3– Southwood Middle School, Palmetto Bay, Florida

14-year old Michael Hernandez slashes the throat of 14-year old Jaime Rodrigo Gough.

2003

April 24– Red Lion Area Junior High School, Red Lion, Pennsylvania

14-year old James Sheets brings a revolver to school and kills his principal, Eugene Segro, and then himself.

September 24– Rocori High School, Cold Spring, Minnesota

15-year old Jason McLaughlin shoots and kills 17-year old Aaron Rollins and critically injures another student. The second student died in October.

2001

March 5– Santana High School, Santee, California

15-year old Charles "Andy" Williams kills two classmates, a 14-year old and a 17-year old, and injures 13.

December 5– Springfield High School, Springfield, Massachusetts

At a high school for troubled teens, 17-year old Corey Ramos stabs to death Reverend Theodore Brown, a counselor at the school.

2000

February 29– Buell Elementary School, Mount Morris Township, Michigan

An unnamed six-year old boy shoots and kills a six-year-old playmate, Kayla Rolland, at school. He is removed from his mother's custody and put up for adoption.

May 26– Lake Worth Community Middle School, Lake Worth, Florida

13-year old Nathaniel Brazil, after being sent home for misbehaving, returns to school and shoots and kills his teacher Barry Grunow.

1999

April 20– Columbine High School, Littleton, Colorado

18-year old Eric Harris and 17-year old Dylan Klebold kill 12 fellow students and one teacher before committing suicide in the school library.

November 19 – Deming Middle School, Deming, New Mexico

12-year old Victor Cordova shoots and kills a 13-year old classmate.

1998

March 24– Westside Middle School, Jonesboro, Arkansas

11-year old Andrew Golden and 13-year old Mitchell Johnson ambush fellow students and their teachers, killing five.

April 24– James Parker Middle School, Edinboro, Pennsylvania

14-year old Andrew Wurst shoots and kills science teacher John Gillette at a school dance.

May 21– Thurston High School, Springfield, Oregon

After killing his parents the previous day, 15-year old Kip Kinkel returns to Thurston High armed with a rifle. He kills two students in the school cafeteria, a 16 and a 17-year old.

1997

February 19– Bethel High School, Bethel, Alaska

16-year old Evan Ramsey uses a shotgun stolen from his foster home to kill a 15-year old student and the school principal.

October 1– Pearl High School, Pearl, Mississippi

After killing his mother at home, 16-year old Luke Woodham arrives at school and shoots two classmates.

December 1– Heath High School, West Paducah, Kentucky

14-year old Michael Carneal opens fire on a school prayer group, killing three girls, who were 14, 15, and 17.

1996

January 19– Winton Education Center, Washington, DC

Two masked gunmen kill 14-year old Damion Blocker in a stairwell. Shooter is 16-year old Darrick Evans.

February 2– Frontier Junior High School, Moses Lake, Washington

14-year old Barry Loukaitis takes a rifle to school and kills two classmates and a teacher.

September 25– Dekalb Alternative School, Decatur, Georgia

16-year old David Dubose, Jr. shoots and kills English teacher Horace Morgan on the steps of the school.

1995

October 12– Blackville-Hilda High School, Blackville, South Carolina

15-year old Toby Sincino kills a teacher and then himself.

November 15– Richland High School, Lynnville, Tennessee

17-year old Jamie Rouse kills a business teacher and a 16-year old student.

1994

February 1– Valley View Junior High School, Simi Valley, California

13-year old Philip Hernandez stabs to death a 14-year old student in a school hallway.

April 12– Margaret Leary Elementary School, Butte, Montana

10-year old Jason Osmanson, teased because his parents have AIDS, shoots and kills an 11-year old on the playground.

November 7 – Wickliffe Middle School, Wickliffe, Ohio

37-year old drifter Keith Ledeger shoots and kills school custodian Peter Christopher and injures three others.

1993

January 18– East Carter High School, Grayson, Kentucky

17-year old student Scott Pennington shoots and kills a teacher and custodian.

April 12– Dartmouth High School, Dartmouth, Massachusetts

16-year old Jason Robinson is stabbed to death in his social studies class by three teenage attackers who invade the classroom.

April 15– Ford Middle School, Acushnet, Massachusetts

44-year old David Taber invades a middle school and takes three hostages. He later shoots and kills school nurse Carol Day. He is found not guilty of the murder by reason of insanity.

May 24– Upper Perkiomen High School, Pennsburg, Pennsylvania

15-year old student Jason Smith kills another student who had bullied him.

December 1– Wauwatosa West High School, Wauwatosa, Wisconsin

21-year old former student Leonard McDowell returns to his high school and kills associate principal Dale Breitlow.

1992

February 26– Thomas Jefferson High School, Brooklyn, New York

A 15-year old shoots and kills two other students. The shooter, Kahlil Sumpter, was sentenced in 1993 to between 6 2/3 and 20 years in prison and released in 1998.

May 1– Lindhurst High School, Olivehurst, California

20-year old dropout Eric Houston returns to his high school and kills a former teacher and three students.

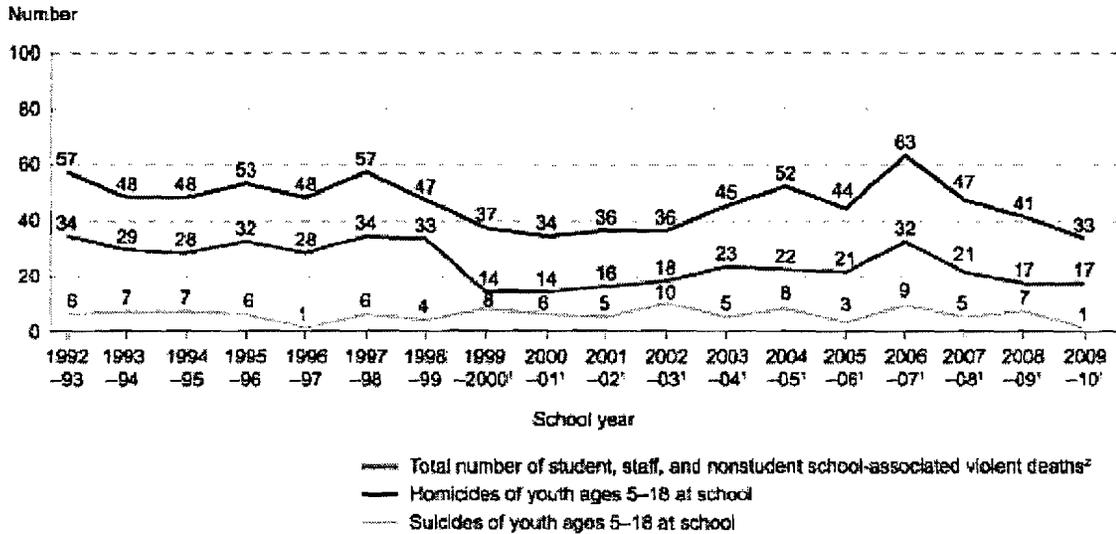
Exhibit 5
SSIC
8/29

Trends in School-Associated Violent Deaths—1992-2010

CDC

<http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/savd.html>

² Victims include students, staff members, and others who are not students, from July 1, 1992, through June 30, 2010.



Major Findings

According to CDC's School Associated Violent Death Study, between 14 and 34 school-age children are victims of homicide on school grounds on their way to and from school—each and every year.

- Most school-associated violent deaths occur during transition times – immediately before and after the school day and during lunch.¹
- Violent deaths are more likely to occur at the start of each semester.²
- Nearly 50 percent of homicide perpetrators gave some type of warning signal, such as making a threat or leaving a note, prior to the event.¹
- Firearms used in school-associated homicides and suicides came primarily from the perpetrator's home or from friends or relatives.³
- Homicide is the second leading cause of death among youth aged 5-18. Data from this study indicate that between 1% and 2% of these deaths happen on school grounds or on the way to or from school. These findings underscore the importance of preventing violence at school as well as in communities.

Indicators of School Crime and Safety: 2012

June 2013

U.S. Department of Education

U.S. Department of Justice, Office of Justice Programs

<http://nces.ed.gov/pubs2013/2013036.pdf>

This report is the fifteenth in a series of annual publications produced jointly by the National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice. This report presents the most recent data available on school crime and student safety. The indicators in this report are based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals. Sources include results from:

- The School-Associated Violent Deaths Study, sponsored by the U.S. Department of Education, the Department of Justice, and the Centers for Disease Control and Prevention;
- The National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the BJS and NCES, respectively;
- The Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey and School Survey on Crime and Safety, both sponsored by NCES.

The most recent data collection for each indicator varied by survey, from 2007 to 2011. Each data source has an independent sample design, data collection method, and questionnaire design, or is the result of a universe data collection. All comparisons described in this report are statistically significant at the .05 level.

School-associated Violent Deaths (July 1, 2010- June 30, 2011)	
Total Homicides & Suicides - students, staff & nonstudent	31
Homicides at school	25 (11 school-age youth)
Homicides away from school	1,396 (school-age youth)
Suicides at school	6 (3 school-age youth at school)
Suicides away from school	1,453 (school-age youth)

School-associated Nonfatal Student (ages 12-18) & Teacher Victimization (2011)		
Category	Rate/percentage	Race/ethnicity breakdown
Nonfatal Victimizations at school	1,246,000 <ul style="list-style-type: none"> 648,600 victims of theft 597,500 victims of violence (simple assault and serious violence) 	Rate per 1,000 students <ul style="list-style-type: none"> White – 46.2 Black – 69.8 Hispanic – 45.1 Other – 42.7
Students in grades 9–12 reported being threatened or injured with a weapon, such as a gun, knife, or club, on school property in 2011.	7% <ul style="list-style-type: none"> 3% of students were threatened or injured with a weapon 1 time 2% were threatened or injured with a weapon 2 or 3 times 1% were threatened or injured with a weapon 4 to 11 times 1% were threatened or injured with a weapon 12 or more times 	Percentage <ul style="list-style-type: none"> White – 6.1% Black – 8.9% Hispanic – 9.2% Asian – 7.0% American Indian/Alaska Native – 8.2% Pacific Islander/Native Hawaiian – 11.3% Two or more races – 9.9%

School Environment (2009-2010)		
Category	Rate/percentage	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students
Public Schools recorded one or more violent incidents of crime	74%	<ul style="list-style-type: none"> <5% = 69.6% 5% - <20% = 67.9% 20% - <50% = 75.9% >50% = 78.2%
Public schools recorded one or more thefts	44%	<ul style="list-style-type: none"> <5% = 40.8% 5% - <20% = 38.3% 20% - <50% = 46.2% >50% = 48.0%
Public schools recorded one or more other incidents	68%	<ul style="list-style-type: none"> <5% = 59.0% 5% - <20% = 61.2% 20% - <50% = 69.7% >50% = 75.5%
Public schools reported at least one violent incident to police	40%	<ul style="list-style-type: none"> <5% = 36.5% 5% - <20% = 35.8% 20% - <50% = 41.7% >50% = 42.8%
Public schools reported at least one serious violent incident to police	10%	<ul style="list-style-type: none"> <5% = 7.1% 5% - <20% = 6.5% 20% - <50% = 10.3% >50% = 14.5%

School Environment (2009-2010)

Category	Rate/percentage	Percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students
Public schools reported at least one theft to police	25%	<ul style="list-style-type: none"> • <5% = 23.5% • 5% - <20% = 24.8% • 20% - <50% = 26.8% • >50% = 25.7%
Public schools reported one or more other incidents to police	46%	<ul style="list-style-type: none"> • <5% = 38.5% • 5% - <20% = 40.1% • 20% - <50% = 46.3% • >50% = 53.7%
Public schools reported that bullying occurred among students on a daily or weekly basis	23%	
Public schools reported widespread disorder in classrooms on a daily or weekly basis	3%	
Public schools reported that gang activities had occurred	16%	

Definitions - School-Associated Violent Deaths Study (SAVD)

Homicide - An act involving a killing of one person by another resulting from interpersonal violence.

School-associated violent death - A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

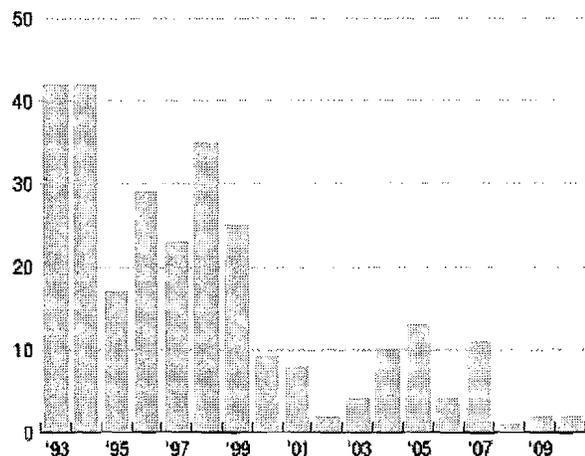
Suicide - An act of taking one's own life voluntarily and intentionally.

Violence In Schools: How Big A Problem Is It?

<http://www.npr.org/2012/03/16/148758783/violence-in-schools-how-big-a-problem-is-it>

March 16, 2012 1:25 PM

Homicides in Schools – from 1993 to 2010, the number of homicides committed at primary and secondary schools by students has steadily shrunk.



Source: National School Safety Center