

GUIDELINES FOR INTERVENTION AND OUTREACH

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SECTION V.



GUIDELINES FOR INTERVENTION AND OUTREACH

OVERVIEW

Partners Against Hate is dedicated to helping children of all ages learn to appreciate and respect diversity and to resist prejudice and hate-motivated violence. Therefore, much of the focus of Partners Against Hate is on prevention – stopping hate behavior before it begins. This is best accomplished by providing teachers, parents, and other community leaders with strategies and tools for creating environments that foster respect and positive attitudes toward diversity. This particular section of the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition, however, not only provides additional information on creating a safe environment for all students, but also identifies guidelines for intervention and outreach in the event that bias or hate-related behavior does occur, especially in the school setting.

THE RESPONSIBILITY OF SCHOOL PERSONNEL

It cannot be stressed enough how important it is to remember that while it is essential to respond both quickly and thoughtfully to incidents of hate speech, or any acts of hate-related violence, it is a mistake to treat each incident as an isolated event. When acts of bias or hate, from bias-motivated speech to vandalism, are committed in a school setting, it is critical that all stakeholders – parents, teachers, students, administrators, and others in the community – look closely at the environment in which the action has taken place. If a school community does not take a clear stand against expressions of prejudice, acknowledge the presence and accomplishments of all people, and support a curriculum that reflects the contributions of, and problems encountered by, the range of diverse populations in the United States and in the world, then it is likely that the atmosphere is either overtly or covertly sanctioning bigotry.

Schools must have policies and procedures in place to cover a wide range of contingencies, including such things as fire and weather emergencies. It is also important that schools be prepared for bias or hate incidents should they occur. To be prepared means that all school personnel are familiar with the school or district's policy on bias incidents and hate crimes and know exactly how they are to handle such situations. School administrators should also be knowledgeable about State laws regarding school vandalism, bullying, and hate crimes. If a school policy is not in place, or if it is vague or incomplete, then a better policy should be developed. In

addition, the school principal will ideally have a good working relationship with local law enforcement. Most departments have at least one officer who specializes in working with juveniles. Some may have an officer who is familiar with hate crimes. A good working relationship with the police department allows them to be used as a resource not only when problems occur but also when plans on effective ways to address problems, if and when they do arise, are being developed.

Another key area of responsibility for school personnel is communicating effectively with parents. At the beginning of the school year parents should be advised about the school policy on bias incidents and hate-motivated behavior. They should also know that the school has instituted a “zero-tolerance” policy when it comes to such behaviors. Communicate this information in a letter home to parents, at PTA meetings and parent/teacher conferences, and in school newsletters. Also inform parents and families about ways that the school will integrate anti-bias teaching into the curriculum, engage students in discussions about diversity, and assist students in learning nonviolent responses to conflict. Making parents partners in this endeavor from the start can be very helpful should a hate-related incident occur.

While working cooperatively with parents and families is the ideal, it is also a reality that discussions about prejudice, racism, bigotry, bias, and hate-motivated behavior can provoke controversy. Some parents and other family members may not like certain topics discussed in school, or they may have their own deeply rooted biases against particular groups of people. It is important that parents clearly understand that the goal of all of the policies and procedures put into place is to ensure a safe environment where all students can learn and succeed, and it is the responsibility of administrators, teachers, and other school personnel to enforce those policies.

Modeling fair and nonviolent behavior is also the responsibility of every member of the school community. Young people observe how adults interact with one another and with students. They are also keenly aware of what adults deem important. If teachers and other school personnel do not intervene when someone engages in name-calling, inappropriate teasing, bullying, or harassment, youth are sent a powerful message that such actions are sanctioned. When it comes to prejudice, doing nothing does not make the problem disappear; it makes the problem much worse.

ADOLESCENT DEVELOPMENT

Children’s attitudes toward the similarities and differences among people begin to form long before they enter school. They learn how to treat other people from their parents and families, the media, and from their communities. However, for many children, entering school is often their first opportunity to actually interact with people who are visibly different from them or who hold beliefs that are different from their own. During this time, school can play an important role in shaping how children think and feel about the world. Therefore, it is important that children be provided with opportunities to learn about themselves and others and to understand their role in creating fair and respectful communities.

Opportunities to learn about the similarities and differences among groups of people and the importance of treating all people with fairness and respect should not end in elementary school, however. Because most overt expressions of hate take place in middle or high school, training in decision-making skills, conflict

resolution, and diversity awareness must be an integral part of the middle school curriculum as well. To be effective, such programs must be age-appropriate, taking into account the ability for middle school youth to consider multiple points of view, to engage in abstract thought, and to make decisions about right and wrong in their daily lives.

When considering the best way to intervene in response to bias-motivated behaviors when they do occur, it is important to at least have a sense of how adolescents develop, including the many physical, psychological, and social changes that take place during the preteen and early teen years. Such an understanding will help determine the most effective means of helping youth make meaning of their actions and the actions of others.

The middle school years are a time of great transition for youth. This time period is marked by the following developmental characteristics:

- Young teens struggle with their own sense of identity as they move toward independence. They waver between high expectations and confidence to a poor self-concept.
- Risk-taking, whether healthy or dangerous, is one of the key tools that adolescents use to define and develop their identities. Among other things, dangerous risk-taking includes experimenting with tobacco, alcohol, or drugs; dangerous dieting; running away; unprotected sexual activity; gang activity; shoplifting; interest in weapons; and bullying.
- Young teens are highly susceptible to the influence of their peer group and to popular culture.
- Parents and family members remain important influences in teenagers' lives as they develop their ideals and select role models, however, this is unlikely to be openly acknowledged.
- Young teens display less overt affection toward their parents and begin to openly identify their faults. Complaints that parents interfere with their independence are common.
- There is limited interest in the future; young teens are mostly interested in the present.
- There is an increased ability to consider someone else's point of view, engage in abstract thought, and consider consequences. There is consistent evidence of a conscience.
- Young teens display an increased interest in the opposite sex and have numerous concerns regarding physical and sexual attractiveness to others.
- Rule and limit testing is common.

Teenagers do vary slightly from the above descriptions, but the feelings and behaviors are, in general, considered normal. Better understanding this phase of development when working with middle school youth on difficult topics like prejudice and hate can prove very useful. Providing information and responding to situations in a way that is age-appropriate is likely to have a lasting impact and will serve as a foundation for future work on similar issues.

FREQUENTLY ASKED QUESTIONS

The following questions reflect real life issues, incidents, and concerns faced by middle school teachers and administrators in their attempt to respond effectively to bias and hate-motivated behavior in their schools or classrooms. Many of the suggestions offered for responding to these specific situations are also applicable to similar incidents.

“The kids in one of my eighth grade classes have several derogatory names for students who are mainstreamed or who are in special education classes. While there aren’t any mainstreamed students in my class, I would still like to help my students stop using this kind of language. What can I do?”

First and foremost, the students in your class need to know that you do not approve of their actions. Not speaking out in such a situation sends the message that you do not think the subject is worthy of attention, or worse, that you condone the action. Even if no individual is in immediate danger of being hurt by your students’ name-calling, it is essential that they know that their behavior is harmful. In situations such as this one, youth – whether they admit it or not – are looking to adults for advice and modeling. Time should be spent helping students understand that adages like “sticks and stones will break my bones, but names will never hurt me” are not true. Words do hurt people and any name that belittles or demeans any population of people dehumanizes them. It would also be useful to have a discussion about terms that are often used to describe students in special education classes (e.g., “retard”) and to give your students accurate information about mental and physical disabilities. Eighth graders are capable of thinking in abstractions, therefore, a discussion about the power of language and the concept of dehumanization would also be appropriate.

It does not matter what group is the target of hate speech, whenever children of any age use hateful speech it is the responsibility of adults to make it clear that this language will not be tolerated. Make it clear to students and their families from the beginning of the school year that you will not allow name-calling in your classroom. Explain the thinking behind “zero tolerance” when it comes to prejudice. Your appropriate and timely intervention is critical in establishing a safe environment where all students can succeed.

Did You Know?

The Center for the Prevention of Hate Violence (CPHV) notes that hate speech threatening violence has increased over the years. In the article, “Sticks and Stones” (*Educational Leadership*, 2001), CPHV Director, Stephen Wessler, identifies the terrible consequences for students living with the fear of violence that is generated by “degrading words, by degrading symbols and words based on race, ethnicity, gender, and sexual orientation.” In many cases, students refrain from telling adults about these incidents because they are afraid of reprisals, or that the harassment will intensify. Being alone and isolated with that burden intensifies students’ fears. According to CPHV, such intense fear as a result of harassment can lead to declining grades, lack of ability to concentrate, as well as physical and emotional problems including weight loss, sleep disorders, anxiety, and depression.

“There is constant teasing and bullying taking place in our school and I know that kids are hurt by it, but they just won’t speak up or tell anyone. What kinds of things can we do?”

Youth must know that they have strong, broad-based support from the adults in their lives. They must feel that there are adults whom they can trust and who will support them as they take risks and make daily decisions about what is right and wrong. Creating an environment where students feel this level of support is essential if educators hope to work with their students to stop bias-motivated behaviors like bullying. Numerous studies have shown that teenagers do not always feel that there are caring adults in their schools. While females are more likely than males to talk to teachers or other school personnel about teasing and bullying, neither group indicates a strong sense of confidence in adults, and African-American and Hispanic youth are more likely than White students to believe that their teachers don’t care about them.

A written anti-bullying policy distributed to everyone in the school community can help send the message that bullying incidents will be taken seriously. The responsibility to enforce such a policy must be clearly articulated to each and every member of the school staff, and measures must be taken to help students understand that safety is a top priority for all members of the school community. In addition to an anti-bullying policy, providing ways for students to report bullying incidents or other problems without fear of retaliation or disapproval from their peer group is highly recommended. For example, providing time throughout the school day when students can check in with a “consulting teacher” to discuss conflicts between students, bullying behavior, or other forms of harassment, can help to prevent numerous problems and promote harmony. Other measures like a bullying complaint form that is submitted anonymously to a counselor, administrator, or teacher can help those students who are afraid to speak out publicly but who nonetheless want to help stop hate behavior in their school.

“A lot of attention is given to the bullying behavior of the boys in my school, but I think that some of the girls’ behavior, while different, is just as bad. Should behaviors like spreading rumors, gossiping, verbal harassment, and social isolation be considered a form of bullying? What kinds of things can educators do to curtail this type of behavior?”

Yes, girls can be bullies! While girls do not engage in physical bullying as often as boys do, they do engage in behaviors that willfully and repeatedly exercise power with hostile or malicious intent. Society gives boys permission to be physical, while girls are left to work out their power differences in different ways. This often includes verbal and social means including gossiping, spreading rumors, verbal harassment, and social isolation. It is not unusual for adolescent girls to isolate and torment a hand-picked target. Girls who are bullied are likely to become depressed and exhibit poor self-esteem, and it is not unusual for the effects of bullying to extend into adulthood.

The key to promoting healthy relationships amongst adolescent girls is to eliminate incidents of bullying before or as they occur. School administrators and teachers must take a clear stand against bullying in all of its forms and create a school community that fosters both respect and empathy. In particular, adolescent girls

benefit from opportunities to engage in role-playing activities, to read works of fiction that depict incidents of bullying, and to view and discuss films that illustrate the harmful effects of prejudice and bias behavior.

“I’m a sixth grade teacher in a racially diverse school. This year I have a boy in one of my classes whose family recently emigrated from Russia. He’s the only new immigrant out of a class of 28 students. This student is having a lot of trouble making friends, and to make matters worse, two of the biggest kids in the class tease him constantly about his accent and because he speaks little English. I know that several of the students who have witnessed this harassment are very uncomfortable, but they don’t want to get involved. What can I do?”

There are actually several things in this scenario that need to be addressed. The first is the emotional, and if left unchecked, perhaps physical, harm to the target of this unfair and bias-motivated behavior. This student needs to know that he hasn’t done anything wrong. Helping this child see that there are caring adults who value and appreciate him can go a long way toward helping his self-esteem, which is most likely very fragile. Other adults in the school also need to be alerted to the situation so they can be helpful.

Secondly, there must be intervention with the students who are harassing and bullying this student, as well as with those students who are witnessing the harassment. Perhaps some or all of the students would benefit from talking with a counselor or participating in a series of role-playing exercises and related activities that could help them learn not only other methods of interaction besides bullying, but also appropriate ways to interrupt prejudice and unfairness when they witness such behavior. Students at this age often benefit from participation in leadership or peer training programs. Such programs provide opportunities for youth to engage in meaningful activities and help them begin to take responsibility for the decisions that they make as well as for the overall atmosphere of their class or school.

To be proactive, it would also be helpful to talk with the class about immigration and languages. Unless you have Native-Americans in your class, most of the students have ancestors who came here from other countries. You could have students participate in a map activity that shows which countries everyone’s parents, grandparents, or other ancestors emigrated from and then discuss what languages family members spoke when they arrived in the United States.

► Suggested Resource

In *Bully No More: Stopping the Abuse* (© 1999 Unger Productions), host Ruby Unger talks with a wide range of young people who share their thoughts about bullying, discussing ways to keep from being a target of bullies while practicing techniques to stop bullies. *Bully No More* is available from AIMS Multimedia, 9710 DeSoto Ave., Chatsworth, CA 91311-4409. Web site: www.aimsmultimedia.com.

!!! NOTE

When doing this kind of exercise, it is important to clearly differentiate between immigration and the experience of Africans who were brought here involuntarily as slaves. You might also talk to your students about the experience of Asians brought to this country as “temporary workers” and Hispanics whose homeland was acquired through U.S. annexation.

“Someone has repeatedly written “nigger” on the bathroom walls of our middle school. It’s usually in chalk or washable marker. Is this a hate crime? Should we call the police?”

The students in your school need to understand that it is wrong to write any kind of racial slur anywhere. However, if the writing is in washable marker or chalk and can be easily erased, it is not considered a hate crime. It may be hard to get the police involved in an incident of washable graffiti on a bathroom wall. However, if a good working relationship has been established with local law enforcement then they will most likely want to be alerted to the incident and offer their assistance to keep such incidents from reoccurring.

It is a good idea to take a picture of the graffiti in case the behavior continues, but as soon as possible, wash the wall to remove the hurtful language. Leaving language that demeans any group of people visible for any length of time is demoralizing to the group targeted and can poison the atmosphere of the school.

Encourage students to report graffiti that they see in the school to an adult. Also use the situation to talk with students about everyone’s responsibility to fight hate. Help students understand that helping to remove hateful words, pictures, or symbols from areas in and around their school is an important way that they can act against bias and hate. It also sends a message to the perpetrators of bias-motivated behavior that everyone does not share their thinking.

“Someone painted swastikas and wrote “death to the Jews” on the front of our school building. A lot of the teachers wanted to clean it off immediately, but our school principal wouldn’t let us. It was so painful to see the kids walk into that school - especially the Jewish kids. What should we do? Is this a hate crime?”

Defacing a public building with racial threats is a hate crime and must be investigated by local law enforcement authorities. Until the graffiti can be removed permanently, however, it is a good idea to cover the words and symbols with some kind of temporary covering as quickly as possible. Letting such violent, hate-filled threats remain visible on school property can be terrifying for the targeted population. It also sanctions the message and contributes to an atmosphere that tolerates bigotry and could lead to violence.

In addition to identifying and punishing the perpetrators of this hate crime under applicable laws, it is important to address the feelings of the intended targets and of the community as a whole. These can be accomplished in a variety of ways:

- Send a letter to all families in the community telling them about the incident and outlining the school’s response.
- Invite parents and families to come to the school to talk about issues of racism, prejudice, and diversity as they affect children.
- Reach out to the families of the students who were targeted by the graffiti, particularly if they are a minority in the school. This outreach would be most effective if initiated by both a school official and law enforcement authority, as

parents of victims will most likely have questions about protection, but will also want to know how the school is handling the situation.

How you help the students who are targeted by graffiti depends on several factors, including their ages, their numbers, and the preferences expressed by both them and their families. Many students would probably prefer not be singled out any further than they already have been. At a minimum, they should be provided with an opportunity to talk with a school counselor or administrator about their feelings following the incident.

This does not mean, however, that there is no discussion about what has happened. Not having honest, open discussions when events like this happen, opens the door to rumors, exaggerations, and blaming. It is important for all students to know that hate-related graffiti harms everyone, not just its intended victims, and that it is a crime. Either in a school assembly, or through visits to individual classrooms, it is important to talk about ways that the school is responding to the incident and to restore a sense of safety.

In addition to talking about what happened, it might be helpful to mobilize the school community to take positive action. Taking such actions will counter the feelings of helplessness and vulnerability that often follow a hate incident. Students and others in the community can join together to clean up graffiti in the school or in other public buildings. Students can create posters or collages that celebrate diversity or that reflect the diverse populations represented in the school and in the community at large for display in the school.

“Some of the students in my eighth grade math class are constantly taunting the one Arab-American child in the class. They call him “a terrorist,” and have even begun to push and shove him in the hallways. His parents are furious. When I talk to some of the parents they say that they understand their children’s feelings in light of the events of September 11th. What should I do?”

It is understandable that the boy’s parents are furious; all parents want their children to be safe and have an opportunity to grow and learn in a healthy environment. It’s up to you and the school administration to keep this child safe from both physical and emotional harm. Let both him and his parents know everything that is being done to remedy this situation.

While the students in your class may indeed be under a great deal of stress following the events of September 11th, it is still important for them to know in no uncertain terms that their behavior is unacceptable. You will also have to talk with the students’ parents, who should be told by you and by your school principal that, while you are not unsympathetic to their anxiety, it is wrong to blame this child for the events that took place on September 11th. It is imperative that all parents understand that in your school all students and teachers must be safe from physical harm and treated with respect. Let them know that you will not tolerate racist language or physical violence. You might also let them know that if the behavior

► **Suggested Resource**

Encourage students to learn about youth and adults who have taken action in their schools and communities to resolve conflicts, promote diversity, or help others by visiting The Giraffe Project at www.giraffe.org. The Giraffe Project, an organization that encourages children and adults to “stick their necks out” in order to make the world a better place, can also be reached at P.O. Box 759, 197 Second Street, Langley, WA 98260. Telephone: 360-221-7989.

► **Suggested Resource**

What to Do...When Kids Are Mean to Your Child by Elin McCoy (Reader's Digest, 1997), gives parents tips on how to help their children deal with teasing, name-calling, and bullying. Also included is guidance on when and how parents should involve school officials.

escalates they could be subject to criminal prosecution for assault.

Situations like this reinforce the need for students from diverse cultural backgrounds to have opportunities to work together collaboratively and to learn more about one another. It also speaks to the need for students to learn about the harmful effects of stereotyping and prejudice and how such thinking has resulted in scapegoating and violence throughout history. While it is never a guarantee that diversity awareness and anti-bias education will prevent children from internalizing the stereotypes and prejudices that they are exposed to from family members, peers, the community, and the media, it does at least provide them with alternative ways of thinking about people who are different from themselves.

“What can we as educators do to help students cope with the tragic events of September 11th?”

The events of September 11th will continue to have a powerful impact on adolescents. Many students have family members who live in New York City or Washington, DC or know people who fly frequently. Some students may have even known someone who was on one of the four flights that did not reach their destinations or who died during the attacks. As difficult as these events continue to be for everyone, they also provide a teachable moment for educators. September 11th is now a piece of history that students have witnessed and lived through. The National Middle School Association, in its continuous commitment to adolescents and those who teach them, has a few suggestions for middle level educators and caregivers on how to deal with this emotional topic.

First of all, do not force your reactions on students. Young adolescents may not react the way adults do. They may not have a clear understanding of the situation or its implications. They may even say things that seem inappropriate, rude, or insensitive. For some adolescents, statements like these are often a defense mechanism, a way of dealing with those things that they just can't understand. The best advice is not to overreact. Take a minute, step back, and ask the students if they understand the impact of these events on others. Adolescents need opportunities to explore how the actions of others affect them. Try to explain how the violent acts of September 11th have affected not only them, but also others in the school, city, state, country, and world.

When dealing with such an emotional issue, it is very important to let students talk about what they are feeling. They need opportunities to share and discuss. Again, various emotions will be expressed and it will be important for educators not to overreact. Just allow them to share their feelings, and, at times, step in and explain things that are in question. In addition, provide opportunities for students to examine how such events can lead to unfair stereotyping, prejudice, and scapegoating. This is a time when educators can teach students important concepts such as respect for others, cultural differences, and the ways that prejudice and discrimination have affected individuals and groups throughout American and world history. The best rule is balance. Know that there are emotional needs that have to be met, but there are also academic opportunities.

Some middle school students will want to know what happens next. This is a difficult question to answer in that no one knows how the events of September 11th will continue to affect not only the United States, but also the world. However,

providing opportunities for students to follow, critically examine, and discuss important domestic and international events will help them feel that they are actively involved in their own history-in-the-making, not passive bystanders.

Remind students that one of the most important things that they can do is to help keep their school safe. Encourage students to look out for each other and to help each other. Ask students to keep their eyes and ears open, and to report anything unusual. If they see a fellow student who is distressed, or if they see someone being treated unfairly or not acting like him or herself, tell them to find an adult in the building who can help.

For more information on resources and support available from the National Middle School Association, visit their Web site at www.nmsa.org. Additional resources on helping adolescents cope with the events of September 11th are available at the following sites:

National Education Association

www.nea.org/crisis/americaunited/01crisis.html

National Association of School Psychologists

www.nasponline.org/NEAT/crisis_0911.html

Purdue University

www.ces.purdue.edu/terrorism/children

New York University: About Our Kids

www.aboutourkids.org/aboutour/articles/crisis_teachers.html

Educators for Social Responsibility

www.esrnational.org

Facts & Figures

A survey of **U.S. teens (ages 12-17)** conducted by Wirthlin Worldwide for *Are We Safe: 2001 – Focus on Teens* (National Crime Prevention Council, 2002) found that exactly **1/2** of teenagers polled reported that the September 11th terrorist attacks shook their personal sense of safety and security a great deal (**17%**) or a good amount (**31%**). Girls were more likely to report a great deal of impact than were boys. Teens were as clear as adults that they would experience changes in their day-to-day lifestyle over the next five years as a result of the attacks.

Download this complete report at www.ncpc.org/cms/cms-upload/ncpc/files/rwesafe2001.pdf.

THE ROLE OF LAW ENFORCEMENT

As the first line of response when a youth-initiated hate crime occurs, law enforcement has a critical role to play. A swift and efficient response by police officers and investigators can send a strong message to potential offenders and potential victims alike that communities are committed to combating hate crimes and hate incidents. This in turn can help stabilize a community once an incident occurs, as well as facilitate victim recovery. While law enforcement leaders can contribute a great deal to stopping the spread of bias-related crime, their efforts must be complemented by strong collaboration with community organizations and residents, schools, families, and a host of public agencies all dedicated to creating a safe community for children. Creating opportunities for parents, educators, and other members of the community to meet and talk with local law enforcement can be an effective way to open the lines of communication and can prove extremely helpful if, and when, a hate incident occurs in the school or larger community.

In 1998, in response to the rise in hate crimes in America, the International Association of Chiefs of Police (IACP) held a Hate Crime in America Summit. This summit attracted over 100 police executives, community leaders, activists, scholars, and judicial system practitioners. By the conclusion of the summit, the IACP had produced several strategic recommendations for law enforcement agencies in preventing hate crime. Some of the key recommendations included:

- Increase public awareness about hate crimes.
- Focus public attention on issues of prejudice, intolerance, and the ways that hate crime affect community vitality and safety.
- Raise awareness of the goals and activities of organized hate groups.
- Develop national, regional, and/or State task forces to understand and counter the influence of organized hate groups.
- Provide every student and teacher the opportunity to participate in hate crime prevention courses and activities.
- Involve parents in efforts to prevent and intervene against bias-motivated behavior of their children.

► A complete description of the IACP recommendations for preventing hate crime can be found in an IACP January 1999 publication entitled "Hate Crime In America." They may also be viewed at http://theiacp.org/documents/index.cfm?fuseaction=document&document_id=160.

► *Suggested Resources*

The following resources provide law enforcement officials with information on school violence and hate crime response:

The Department of Justice (DOJ) National Hate Crime Training Initiative is a comprehensive curriculum for training police officers on responding to and investigating potential hate crimes. DOJ has trained a group of professionals in every State to present these courses. For more information on the availability of this training by State, call the U.S. Department of Justice Response Center at 1-800-421-6770.

Responding to Hate Crimes: A Police Officer's Guide to Investigation and Prevention was developed by the IACP. This resource actually contains two separate tools: (1) a 12-page booklet outlining effective responses and investigations of hate crimes, and (2) a pocket guide to hate crimes that is designed to be placed under a visor, in an officer's pocket, or on a clipboard. A copy of the guide is available by calling 1-800-THE-IACP.

Jeffrey W. Bailey's *What is Going on in Our Schools? An Examination of Crime in Our Schools* (www.iuniverse.com, 2000) examines the criminal trend in schools across the United States. Statistics are provided so that one may actually look at the crimes in their classifications broken into victim's ages, gender, locations, types of crimes, and size of schools. School-related deaths are examined by statistics and are also listed by State.

U.S. DEPARTMENT OF EDUCATION RESOURCES

In addition to the many resources identified throughout the *Program Activity Guide: Helping Youth Resist Bias and Hate*, 2nd edition, the U.S. Department of Education has several resources available on youth hate crime and related topics. The following resources are available via the Internet and can be accessed using the URL provided.

Preventing Youth Hate Crime: A Manual for Schools and Communities
www.ed.gov/pubs/HateCrime/page1.html

Bullying in Schools: Educational Resource Information Center Digest
www.ed.gov/databases/ERIC_Digests/ed407154.html

Annual Report on School Safety, 1998 Model Programs: Bullying
www.ed.gov/pubs/AnnSchoolRept98/bullying.html

Trends in Peace Education, Educational Resource Information Center Digest
www.ed.gov/databases/ERIC_Digests/ed417123.html

The ERIC Review: School Safety: A Collaborative Effort
www.eric.ed.gov/resources/ericreview/vol7vol1/warning.html

Parent Brochur: How Can We Prevent Violence in Our Schools?
www.eric.ed.gov/resources/parent/prevent.html