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OA/ID Number: 13721
Folder ID Number: 13721-007

Folder Title:
Drug Free Schools Recognition 6/11/90 [OA 8313] [1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	20	6	2

To Supp.
Date 6/8 Time 4:10

WHILE YOU WERE OUT

M. Sylvia telors

of _____

Phone 363-3919 (in DC)
Area Code Number Extension

TELEPHONED		PLEASE CALL	☒
CALLED TO SEE YOU		WILL CALL AGAIN	☐
WANTS TO SEE YOU		URGENT	☐

RETURNED YOUR CALL

Message _____

Operator



**AMPAD
EFFICIENCY®**

23-021

CARBONLESS

To Step D
Date _____ Time 3:05

WHILE YOU WERE OUT

M. Wormy 1 over

of Dept Education

Phone 401 0014
Area Code Number Extension

TELEPHONED	PLEASE CALL
CALLED TO SEE YOU	WILL CALL AGAIN
WANTS TO SEE YOU	URGENT

RETURNED YOUR CALL

Message Undersec.

delivering speech
On Monday before Pro
Wanted to check
with you to make
sure undersec. speech was

Operator



AMPAD
EFFICIENCY®

23-021

CARBONLESS

To Stephane
Date _____ Time 4:17

WHILE YOU WERE OUT

M Harold Maready
of _____

Phone 813 644-6669
Area Code Number Extension

TELEPHONED	PLEASE CALL
CALLED TO SEE YOU	WILL CALL AGAIN
WANTS TO SEE YOU	URGENT
RETURNED YOUR CALL	

Message Concerning
Harold Maready
his home phone

Operator _____



AMPAD
EFFICIENCY®

23-021

CARBONLESS

**REMARKS: DRUG-FREE SCHOOLS RECOGNITION CEREMONY
ROSE GARDEN / JUNE 11, 1990 / 11:00 A.M.**

**WELCOME, SECRETARY CAVAZOS AND ALL OF YOU OUT
THERE: PRINCIPALS, STUDENTS, PARENTS, TEACHERS, AND
FRIENDS -- I'M DELIGHTED TO HAVE YOU HERE AT THE WHITE
HOUSE.**

**WE'RE HERE TODAY TO CELEBRATE A CAUSE THAT'S VERY
DEAR TO MY HEART. THE BATTLE TO FREE OUR SCHOOLS AND
OUR CHILDREN FROM THE POISONOUS PLAGUE OF DRUGS.**

- 2 -

**WE ARE SO PROUD TO HONOR THE 51 SCHOOLS NAMED AS
WINNERS IN OUR 1989-90 DRUG-FREE SCHOOL RECOGNITION
PROGRAM. // YOU HAVE DISTINGUISHED YOURSELVES, AND YOUR
NATION, BY SUBSTANTIALY REDUCING ALCOHOL, TOBACCO AND
OTHER DRUG USE AMONG YOUR STUDENTS. EACH SCHOOL
REPRESENTED HERE TODAY HAS BEEN SELECTED BECAUSE THEY
HAVE A CLEAR NO-USE DRUG POLICY; // ESTABLISHED
ENFORCEMENT PROCEDURES, // AND AN ON-GOING PLAN TO
REMAIN -- OR BECOME -- TOTALLY DRUG-FREE.**

YOU ARE EACH STARS ON YOUR OWN: TOGETHER YOU FORM A CONSTELLATION OF HOPE ILLUMINATING THE BLACKNESS OF THE NIGHT SKY.//

WE HAVE ESTABLISHED THESE AWARDS BECAUSE NOTHING SHOULD BE MORE IMPORTANT TO US THAN THE YOUNG PEOPLE OF AMERICA. BECAUSE THEY'RE OUR FUTURE. THEY TRUST US TO LEAVE OUR LAND HEALTHY AND AT PEACE, AND OUR VALUES STRONG AND TRUE, SO THAT THE WORLD THEY INHERIT WILL BE A GOOD ONE. AND THEY TRUST US TO PREPARE THEM TO TAKE ADVANTAGE OF THE OPPORTUNITIES THE WORLD HAS TO OFFER.

YOU KNOW, EDUCATION MEANS MORE THAN JUST TEACHING OUR CHILDREN THE SKILLS THAT ARE NEEDED FOR A JOB. IT'S ALSO ABOUT PASSING ON TO EACH NEW GENERATION THE VALUES THAT SERVE AS THE FOUNDATION AND CORNERSTONE OF OUR FREE SOCIETY -- LOYALTY, // COMPASSION, // COURAGE, // AND THE ABILITY TO MAKE THE CRUCIAL DISTINCTIONS BETWEEN RIGHT AND WRONG.

BUT TO GET THE FINEST EDUCATION IN OUR SCHOOLS, WE MUST GET THE DRUGS OUT. //

- 5 -

AS PRESIDENT, I HAVE SEEN MUCH AND HEARD EVEN MORE. BUT, AS A PARENT, FEW STORIES HAVE WRENCHED ME AS HARD AS THOSE ABOUT SCHOOLCHILDREN TRAPPED IN THE EVIL NIGHTMARE OF DRUGS.

WE HAVE SEEN THE TRAGIC DEVASTATION THAT DRUGS CAUSE -- SEEN HOW THEY ARE DRAINING THE LIFEblood OF OUR BEST AND GREATEST HOPE.

- 6 -

WE HAVE HEARD THE STORIES, HAVE THOUGHT ABOUT THE YOUNG LIVES BEING WASTED, AND FINALLY, AS A NATION, WE DECLARED: THIS IS WAR. AND LET VICTORY BEGIN WITH EACH ONE OF US. //

WE MUST WIN OUR WAR ON DRUGS BY PERSUADING OUR YOUNG PEOPLE THAT DRUGS ARE NOT "COOL" -- THAT DRUGS WILL CHEW THEM UP AND SPIT THEM OUT. THEY MUST SEE THAT THE CHOICE OF DRUGS OVER SELF-RELIANCE IS THE CHOICE OF DEATH OVER LIFE. //

BUT, YOU KNOW, ULTIMATELY THE MOST IMPORTANT WEAPONS IN THE WAR ON DRUGS ARE THE LEAST TANGIBLE ONES: SELF-DISCIPLINE, COURAGE, SUPPORT FROM FAMILY, AND FAITH IN ONE'S SELF. THE ANSWER IS TRADITIONAL VALUES.// IF WE WANT TO STOP OUR KIDS FROM PUTTING DRUGS IN THEIR BODIES, WE MUST FIRST ENSURE THAT THEY HAVE GOOD IDEAS IN THEIR HEADS AND MORAL CHARACTER IN THEIR HEARTS.

AND THAT IS EXACTLY WHAT THE 51 SCHOOLS WE HONOR ARE DOING.

BUT ACTIONS -- NOT WORDS -- SPEAK MOST VIVIDLY. MOST POIGNANTLY. LISTEN TO THE EXTRAORDINARY STORIES OF SOME OF THE SCHOOLS REPRESENTED HERE TODAY.

ALMOST HALF A CENTURY AGO, A SCENE FROM A MOVIE CAPTURED THE HEARTS OF AMERICANS. AN OLDER BOY, TROUBLED BUT NOW REFORMED, CARRIES A YOUNGER BOY.

WHEN A PRIEST OFFERS TO RELIEVE HIM OF HIS BURDEN, THE BOY QUIETLY -- BUT FIRMLY -- REFUSES. "HE AIN'T HEAVY," HE SAYS. "HE'S MY BROTHER."

THE MOVIE WAS "BOYS TOWN." IN 1990, THE EXTRAORDINARY MISSION OF THIS COMMUNITY CONTINUES -- INSPIRING ITS STUDENTS TO TAKE RESPONSIBILITY FOR THEIR LIVES AND THE LIVES OF THOSE AROUND THEM.

A MODEL TOWN FOR "AT RISK" TEENS, IT TEACHES RIGHT FROM WRONG IN A LOVING ENVIRONMENT THAT STRESSES SELF-RESPECT AND MORAL VALUES. IT IS A HEALING BALM THAT RESTORES LOST YOUNGSTERS PHYSICALLY, MENTALLY AND SPIRITUALLY.

- 11 -

A VISITOR TO BOYS TOWN HIGH SCHOOL ONCE SAID:
"HERE, THEY MAKE THE KIDS WANT TO RESIST DRUGS BY
SHOWING THEM THAT THEY'RE PEOPLE WHO DESERVE RESPECT
-- FROM THEMSELVES, AS WELL AS FROM OTHERS. I'VE NEVER
SEEN KIDS SO IN TOUCH WITH THEMSELVES."

AND, FOR THE REAL TRUTH OF THIS PLACE, HERE'S WHAT
ONE BOYS TOWN HIGH STUDENT SAID: "THERE ARE LOTS OF
HOLES IN MY LIFE THAT WERE FILLED WITH PAIN. NOW I'M
GOING TO FILL THEM WITH JOY." //

- 12 -

ANOTHER PLACE WHERE KIDS ARE FINDING JOY IS THE
MOLLIE RAY ELEMENTARY SCHOOL IN ORLANDO, FLORIDA.
PRINCIPAL PAUL VAN MITCHELL IS A HERO WITH FAITH IN THE
COMMON SENSE VALUES WHICH HAVE NEVER FAILED US -- WHEN
WE'VE HAD THE COURAGE TO LIVE UP TO THEM.

THE SCHOOL IS IN WHAT HAS BEEN CALLED "AN UGLY
ENVIRONMENT WITH PRETTY KIDS." PAUL AND HIS STAFF ARE
WARRIORS DEFENDING WHAT'S BEAUTIFUL BY DESTROYING
WHAT'S EVIL.

THEY PROVIDE SPECIAL AFTER-SCHOOL DRUG PREVENTION PROGRAMS FOR THE MOST AT-RISK STUDENTS; AND HAVE AN OPEN-DOOR MENTOR PROGRAM. PAUL HAS ALSO INSPIRED A COMMUNITY-WIDE DRUG PROGRAM AND IS PART OF A TASK FORCE TO COMBAT DRUGS. //

AND ANOTHER PRINCIPAL-HERO, ROBERT MCCARLEY OF CROCKETT JUNIOR HIGH SCHOOL IN ODESSA, TEXAS, IS ALSO THE BACKBONE OF HIS SCHOOL'S DRUG-FREE PROGRAM. HE HAS SET UP A HOTLINE WHERE KIDS CAN CALL AND REPORT DRUG USE.

ROBERT HAS TRANSFORMED THE SCHOOL FROM ONE RUN BY THREE GANGS TO ONE WITH A PROUD AND SUCCESSFUL "NO-USE" POLICY.

BUT IT IS ROBERT'S OWN EXAMPLE THAT SHINES AS A PROUD BEACON -- A NORTH STAR FOR ALL TO FOLLOW. FOR YEARS, HE AND HIS WIFE HAVE TAKEN PROBLEM KIDS INTO THEIR HOME. THEN CAME GINGER, AN ABUSED CHILD FROM A FAMILY FILLED WITH DRUGS. SHE WAS MALNOURISHED, DEPRESSED, AND FAILING SCHOOL.

- 15 -

AFTER A YEAR WITH THEM, SHE IS NOW HEALTHY,
WELL-ADJUSTED, AND MAKING AS AND BS. AND -- THIS IS
THE MOST WONDERFUL NEWS OF ALL -- THE MCCARLEYS ARE
ADOPTING GINGER. ///

/ I HAVE TOLD YOU THREE STORIES TODAY -- BUT BEHIND
EACH SCHOOL HERE ARE SIMILAR TALES OF JOY AND SUCCESS
-- TALES THAT SHOW PEOPLE ARE WORKING TOGETHER TOWARD
OUR NATIONAL EDUCATION GOALS.

- 16 -

THE GOVERNORS OF THE UNITED STATES AND I AGREE: BY THE
YEAR 2000, EVERY SCHOOL IN AMERICA WILL BE FREE OF
DRUGS AND VIOLENCE. I KNOW THAT WITH PEOPLE LIKE YOU TO
INSPIRE THEM, OTHERS WILL FOLLOW UNTIL EVERY SCHOOL IN
AMERICA IS SAFE. // AND WITH PEOPLE LIKE YOU, AMERICA'S
FUTURE WILL BE BRIGHT BEYOND OUR DREAMS.

TODAY WE HONOR THESE 51 SCHOOLS FROM ACROSS OUR
COUNTRY, SELECTED FROM HUNDREDS NOMINATED BY PUBLIC AND
PRIVATE EDUCATION GROUPS.

- 17 -

YOU ARE FROM 25 STATES, AND INCLUDE 42 PUBLIC AND 9 PRIVATE SCHOOLS FROM ELEMENTARY TO HIGH SCHOOLS. YOU ARE BEING SALUTED TODAY AS THE FINEST IN THE NATION, AND YOU SHOULD BE PROUD OF YOUR ACHIEVEMENTS AND YOUR LEGACY.

I AM PROUD OF YOU. CONGRATULATIONS AND GOD BLESS YOU FOR YOUR UNSELFISH EXAMPLE, AND GOD BLESS AMERICA AS WE WORK TOGETHER TO BRING ALL OF HER CHILDREN OUT OF THE SHADOWS AND INTO THE SUN.

#

Team 10

Jeffrey 12:10
212-206-6770

U.S. DEPARTMENT OF EDUCATION
1989-90 DRUG - FREE SCHOOL RECOGNITION PROGRAM
SITE VISITOR'S REPORT

School Name MOLLIE RAY ELEMENTARY Code 3DFFLE6
City ORLANDO State FLORIDA
Site Visitor CECILIA DOUTHY WILLIS Cecilia Douthy Willis
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel.

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

1 Elin Alexander
Medal News
-662-1810

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

Mollie Ray Elementary School is located in Orlando, FL and serves more than 700 students in grades K-5. The demographic make up of the school population includes more than 100 students per grade level of which 59% are Black, 36% are White and the remaining 5% Asian and Hispanic. More than 70% of the students qualify as low income by federal government guidelines. Mollie Ray Elementary School has 91 staff members.

Law enforcement officials describe the Mercy Drive community where many of the students reside as one of the highest crime and drug related problem areas.

The drug prevention program is school based with activities designed for the entire student body during school hours through instruction of selected curriculum and other curriculum activities (Language Arts Program). [The other school based component occurs after school and is designed to meet the educational and social needs of twenty students who have been identified through staff as students who are at the highest risk. The remainder of the drug prevention program is provided through community based agencies and organizations who provide opportunities through recreational activities and family support programs.]

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

The drug prevention education program was developed at Mollie Ray Elementary because an analysis of the school's major problems included: high absenteeism, chronic tardiness, high number of out of school suspensions, low standardized scores, and the heavy influence of the drug "subculture" which predominates the majority of the students' living environment.

Through conversations with staff and community members it was verified that the majority of the students lived within one of the most serious drug areas of the city.

2. Was there a formal or informal assessment of the problem?

If so, describe the assessment and how the results were used.

- Information presented in the nomination form is
 - ☐ Accurate
 - ☒ Overstated
 - ☐ Understated

- Details/Documentation:

A review of results, indicated that a brief formal assessment was completed to assess the problem.

The results of the assessment confirmed that there was a serious problem within the Mollie Ray attendance area and that one of the most effective ways to respond to the problem was to create joint in school and after school activities. There was also a community Task Force which was expanded to better coordinate the efforts of the school based action plan.

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

_____ Accurate
 _____ X Overstated
 _____ Understated

- Details/Documentation:

Through conversations with staff and the Principal, there did not appear to be a formal discussion with students of the results of the assessment, but an action plan was developed which included the a drug education within the school to be taught as part of the regular curriculum, as well as several components of a drug education intervention program which were implemented during and after school. There was not clarity regarding how the various publics were formally communicated with other than the Task Force who were part of the initial formal assessment.

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

_____ X Accurate
 _____ Overstated
 _____ Understated

- Details/Documentation:

Each classroom has clearly posted a set of rules and the consequences for violation of each rule. The number one rule for all students is a clear "no-use" policy. This is a policy which is also adhered to by the staff regarding school-related activities.

Although there was not a clear monitoring process any student who violates the use, possession or distribution is subjected to the school's policy of discipline.

There was not clear evidence that there was an increase in the number of students seeking assistance, as well as no indication that there was a decrease in the number who had previously asked for assistance.

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

There are a variety of measures used for the evaluation and subsequent improvement of the school's prevention efforts, which include, but are not limited to: parent surveys, teacher and student surveys, analysis of standardized scores, discipline records and law enforcement statistics.

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy including procedures for implementing and consequences for violations. How often is it reviewed?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The school has a clear "no-use" policy for students. The policy is implemented through school activities and monitored by staff, the Principal and parent volunteers. If a student is found in violation of the policy, there is standard procedure of reporting, ensuring that the student's rights have been respected, a mandatory parent conference and no less than a five day suspension and attendance by parent(s) and students to a community-based drug prevention program. The procedure was verified through conversations with staff, the Principal, counselor and a review of the policy in the various handbooks or codes of conduct.

The policy is reviewed no less than annually.

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is
 X Accurate
 Overstated
 Understated

- Details/Documentation:

The rules and consequences are posted and made available through handbooks to students and parents. Each student has the consequences applied as they are outlined in the policy, which ensures a level of consistency. Students are always handled in the school community first before outside/community intervention is sought.

3. What input did the following have in formulating the policy, procedures and consequences?

- staff
- parents
- students
- community
- others (specify)

- Information presented in the nomination form is
 X Accurate
 Overstated
 Understated

- Details/Documentation:

Each group had an opportunity to provide input into the policy, procedures, and consequences. Staff were provided the opportunity through Faculty Advisory and Discipline Committees, the Core Teams, faculty meetings. Parents through input received during home visits, PTA meetings, surveys; students through surveys and classroom discussion and the community through the Community Task Force.

All information was verified through review of records, survey results and conversations with staff, parents and students.

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is
 X Accurate
 Overstated
 Understated

- Details/Documentation:

The policy, procedures and consequences were reviewed by legal counsel who sits on the community Task Force Team. Verification of this review was confirmed through conversations with community Task Force Team members

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is
 X Accurate
 Overstated
 Understated

- Details/Documentation:

Each student and parent receives a copy of the Student Code of Conduct, Parent Handbook and Parent Handbook. The codes and handbooks are discussed within the classroom, as well as during home visits by the Principal and other staff.

Codes of Conduct and Handbooks were reviewed and conversations with students verified that the methods described in the application for communicating and ensuring that each understood their roles and responsibilities were consistent.

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

	Accurate
X	Overstated
	Understated
- Details/Documentation:

School policy and procedures are communicated to the community through the reporting in the media, the community Task Force Team meetings, school newsletters and a reporting of the school's successes, which reports the positive, thus indicating the policy works.

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

X	Accurate
	Overstated
	Understated
- Details/Documentation:

Students at Mollie Ray Elementary have many opportunities to seek assistance regarding substance abuse issues through the guidance counselor, an additional counselor who is assigned specifically to the school from a community based mental health agency; staff who conduct programs in the school on a regular basis or the classroom teacher is part of the process for students to be able to access.

The process was verified by conversations with staff.

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

The school implements a five step procedure which students and parent(s) must follow when reentering school after a suspension, expulsion or rehabilitation.

Components of the program were verified through review of school procedures, as well as through the observation of one of the program components and conversations with assigned staff.

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

The School Board issued a policy of "no-use" on school premises or related functions which was effective July, 1989.

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

 Accurate
 X Overstated
 Understated

- Details/Documentation:

The selected curriculum materials all clearly include "no-use" messages and are presented at the grade level designated by the goals and objectives. All teachers are involved in teaching the selected drug prevention curriculums, as well as the counselors and the Vice Principal.

It could not be clearly determined how frequently the curriculum is taught or the length of the lessons. The intermediate class observed and the small group presentation which included students from primary and intermediate grades were conducted for the entire class period which was forty minutes.

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

 Accurate
 X Overstated
 Understated

- Details/Documentation:

The drug prevention curriculum is well integrated into the regular classroom. There were compositions through the Language Arts Program as well as other aspects of the curriculum, such as physical education, art and music, social studies. Although there was evidence of a structured curriculum being used, there were many opportunities for students to discuss drug prevention and its relationship with their daily lives.

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

☐	Accurate
☒	Overstated
☐	Understated

- Details/Documentation:

There was not a clear understanding as to how the students who were enrolled in special education or gifted and talented classes were provided drug prevention education.

Through conversations with Principal and staff the gifted and talented students are transported to other schools one day a week for specific instruction in the area of their talent and it appears that special education students are mainstreamed into the regular classroom for drug prevention education, but there was no opportunity for observation or further verification.

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

☐	Accurate
☒	Overstated
☐	Understated

- Details/Documentation:

Peer resistance skills are taught through the selected curriculum used at the intermediate level, as well as through the in school opportunities which are facilitated by the counselor assigned to the school from the community based mental health agency. Self confidence is taught at each grade level within the classroom setting through the regular curriculum, as well as some of the objectives of the drug prevention curriculum which reinforces to students that they are special and how to enhance that feel of self worth through academic achievement and other drug free activities.

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

There were presentations by community based health personnel who discussed the use of steroids. There was not further documentation that the subject had been discussed in any of the other components of the drug prevention program.

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

Community based agency assigned staff and school staff provide information and a consistent message that alcohol is illegal for young people. There was also observation within the classroom which verified that the message was being communicated and clearly understood by a majority of the students.

7. Is this curriculum part of a state or local mandated program -of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

<u> </u>	Accurate
<u> X </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The curriculum currently being implemented is not a part of a state or locally mandated program. There was not a clear indication through observations, conversations and review of materials that a curriculum had been established for universal use within the school. There were a variety of programs and each had been adapted to fit the specific classroom. There was one selected curriculum which was being provided to the immediate grades on a weekly basis for a sixteen to seventeen week basis. Through discussions with the Principal there was consideration being given to selection of a more consistent approach to curriculum selection and use.

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

<u> </u>	Accurate
<u> X </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Given that the drug prevention program does not use one selected curriculum per grade level or currently have consistent goals and objectives per grade level, it was difficult to determine the scope or sequence of the drug prevention education and its relationship with the entire district. There was not adequate documentation or verification through conversations with staff, the Principal or members of the community Task Force Team to determine if a formal drug education program existed within the District.

9. What does your school do to promote appropriate non-drug -using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is
 - ☐ Accurate
 - ☐ Overstated
 - ☒ Understated

- Details/Documentation:

Through conversations with staff, members of the community Task Force Team, the Principal and students, it was verified that every effort is made to provide on a consistent basis role models who are drug free and promote the goals of the school's program of developing capable students.

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

All materials that are used in the drug prevention education program are reviewed no less than annually by building and county staff to ensure that the messages are clearly "no-use."

The procedure for ensuring that messages are age appropriate was not clear. The selected materials have been validated on certain age groups and that is the only assurance that there was consideration for development of the class.

The school eliminates all materials that are not clearly "no-use."

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

X

Accurate

Overstated

Understated

- Details/Documentation:

Through review of standardized test scores, it was considered a measure of effectiveness that the students had improved in their ranking. There are also periodic student, parent or teacher surveys specific to the drug education program which are used as measures of success. The school also reviews statistics from law enforcement to determine if there is a decrease in the number of interventions.

D. STAFF DEVELOPMENT (10 points)

1. What specific training do administrators, teachers and support staff receive?

- Information presented in the nomination form is

☐	Accurate
☒	Overstated
☐	Understated

- Details/Documentation:

Selected teaching staff received training in curriculum which is used per grade level. It is then the responsibility of staff which is trained to provide inservice for other staff who will be using the same materials.

There was no documentation provided that support staff received any training for implementation of a drug education program.

Through conversations with teaching staff it was indicated that not all teachers using the selected curriculum had received the required training.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

☐	Accurate
☒	Overstated
☐	Understated

- Details/Documentation:

Student Assistance Team Training
 March, September, 1988
 Crime and Consequences
 January, 1987, 1988 August, 1988
 Selected Curriculum
 August, September, October, 1988

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated
- Details/Documentation:
District sponsored staff development is required.
School based staff development is optional.

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is

☐ Accurate
☒ Overstated
☐ Understated
- Details/Documentation:
It was verified through conversations with staff and the Principal, to date, no formal training has been provided relative to prevention education and a compatible philosophy.

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

_____	Accurate
_____X_____	Overstated
_____	Understated

- Details/Documentation:

Verification was provided through conversations with staff and community Task Force members that training had been provided at the District level relative to identification, intervention and referral. The Core Team received training on the District level and then provided training for all other staff.

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

_____	Accurate
_____X_____	Overstated
_____	Understated

- Details/Documentation:

District sponsored training in drug awareness, identification, abuse and intervention was provided for each school when a Core Team was developed. The Core Team was then responsible for providing training at the school based level.

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug use?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated
- Details/Documentation:

Core Team members and the guidance counselor have the primary responsibility for keeping substance abuse literature current. The process is complimented by input from the Student Assistance Team Coordinator, District staff and members of the Community Task Force who are representative of the many resources available to Mollie Ray Elementary.

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is
 - ☐ Accurate
 - ☒ Overstated
 - ☐ Understated
- Details/Documentation:

The process is described through the Code of Conduct, school board policy and the school's plan. However, through discussions with staff and the counselors the process is not always followed and there was not clarity as to what situations should be referred and how they should be referred.

9. Who is responsible for handling substance abuse referral?
Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is
☐ Accurate
☒ Overstated
☐ Understated

- Details/Documentation:
Substance abuse referrals are handled initially by the classroom teacher, a Core Team member, the guidance counselor or the counselor assigned to the school from the community-based mental health agency. Each of the counselors have Master's degrees in guidance and counseling. Combined experience equals thirteen years.

10. How are teachers made aware of available referral resources and how to use them?

- Information presented in the nomination form is
☐ Accurate
☒ Overstated
☐ Understated

- Details/Documentation:
Staff is informed through Team member as to the availability of referral resources. There was no documentation that a list was available, or who was responsible for keeping it updated.

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- support (i.e. aftercare, peer listening, Big Brother or Big Sister programs, drug-free clubs, self-help groups, etc.)
- social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- sports (i.e. competitive, intramural)

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Students participate in the drug prevention activities as prescribed through the selected curriculum's goals and objectives. There are also activities sponsored by community groups which would be considered educational.

Community based organizations such as the Police Athletic League provide recreation opportunities for students, as well as positive role models. There is also a Big Brother program which provides mentors for Mollie Ray students.

Students take an active role in the upkeep of the school. They participate in keep the grounds clean and attractive, there are several murals which students help design and they participate in parent sponsored activities.

There is also a live show taped each morning students produce and tape which compliments the learning in the classroom in every aspect and when the opportunity is available specifically drug prevention education. The other unique activity is the Student Council which is a self-selected activity rather than one in which students are voted in by their peers. These activities are all components of the school based drug prevention efforts.

2. What percentage of your student body is involved in the various activities? Discuss.

- Information presented in the nomination form is

 Accurate
 Overstated
 X Understated

- Details/Documentation:

It was verified through conversations with teaching staff, Core Team members, representatives from community based organizations (i.e. Big Brothers, P.A.L., sororities) and students that the entire student body participates in school based activities; 20 students participate in the after school activity and more 300 students are served through programs from community based agencies and organizations.

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Through home visits, newsletters, PTA meetings, and a community based agency which provides services for families, families of Mollie Ray students are provided information regarding drug prevention and awareness.

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

Currently, there are not great numbers of parents which are actively participating in before or after school programs. However, through encouraging the student's participation, they are providing support for the activities. During the site visit, it was observed that several of the parents did participate in the monthly Parents' Day for students enrolled in the after school program. Efforts are being made to increase participation.

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated

- Details/Documentation:

Exact numbers of parent participants were not available, however, parents were most likely to participate when the students were involved in programs, or sporting events.

The school has developed an aggressive outreach program to increase parent participation. Out of the 700 students enrolled, the Principal, counselors and staff have made more than 180 home visits during the first semester. There are also outreach efforts through the Family Education Center. Information was verified through review of records, conversations with staff and parents.

G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media,, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

The Community Task Force is comprised of a representative sample of the business, education, religious, civic and law enforcement communities. Each of the respective groups have provided financial support when possible through paid staff, space and volunteer staff when needed. Agencies provide classes for adults to receive the General Education Diploma, as well as opportunities for Job Fairs. There are several agencies which provide tutoring for students as well as family education and support services.

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

There is extensive support from law enforcement which includes, but is not limited to paid staff being assigned to the school, stricter enforcement of laws through housing and business managers who do not comply when cited for violations, job fairs and tutoring.

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

Details/Documentation:

The Community Task Force which started with eight members has expanded to more than twenty-five members and is designed to promote resource sharing. The Task Force is designed to improve the quality of living for the students at Mollie Ray and their families. The cooperation among agencies relative to resource sharing was verified through meeting and talking with members of the Community Task Force.

Team 7

U.S. DEPARTMENT OF EDUCATION

1989-90 DRUG-FREE SCHOOL RECOGNITION PROGRAM

SITE VISITOR'S REPORT

School Name Crockett Junior High School Code 3DFTXJ2
City Odessa State TX
Site Visitor Harold Maready Harold Maready
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

The Ector County Independent School District serves an area once populated by Comanche Indians and an occasional Spanish explorer. Oil and related businesses continued to be the economic backbone of the community. Odessa, population 104,800, is halfway between Dallas-Fort Worth and El Paso. It is the economic, medical, and cultural crossroads for the 102,000 square mile, Permian Basin. Odessa and its sister city Midland, eighteen miles east, make up one-fifth of the nation's gas products. [Odessa is home to the largest inland petrochemical complex in the United States] The community is located near the border of Mexico and is a key transshipment area for drugs coming into the U.S. from South America and Mexico.

Crockett Junior High School currently enrolls 964 students comprised of 49% Hispanics, 2% Blacks, 1% Asian Americans and 48% Anglos. Seventy percent of the students come from middle and lower middle income families. Twenty-five percent of the students are bused to school and most are from low income families. Various social components exist among the students. The groups which have emerged are the "Jocks", athletes and their followers; the "Stoners", students professing to be into heavy metal rock and other things; the "Cholos", Hispanics professing cultural pride through dress and language; and the "Skaters", preppy students who profess 'fast lane' attitudes. On any given day clashes between these groups can take place given the right atmospheric conditions of tolerance and authority. [The drug use potential exists in each group.]

Crockett employs 55 teachers, three administrators, one regular counselor, one-half day special education counselor, and one-half day Student Assistance Services Counselor. The administrators deal with drug use in a punitive manner but make referrals to the Student Assistance Services counselor for intervention purposes.

Crockett's drug - prevention program has positively changed the school and community environment.

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

In 1987, Crockett Junior High School underwent a change in administration and declared the following Mission Statement:

It is our belief that students, parents, faculty and staff of Crockett Jr. High can make a difference. In order to put our belief into practice we will:

- A. Create a safe, orderly environment by setting high standards for discipline;
- B. Create a safe, orderly environment where students can and will achieve;
- C. Provide a challenging academic curriculum;
- D. Expect the best of teachers and students;
- E. Demand that administrators be visible and actively involved instructional leaders.

This type of environment could not be upheld because a high number of Crockett J.H.S. students were using drugs on campus as evidenced from odors of marijuana on campus locations such as restrooms, school yards, hallways and gymnasium areas.

Documentation included: Interviews with teachers, students, and parents
Television tape

2. Was there a formal or informal assessment of the problem?

If so, describe the assessment and how the results were used.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

In 1987 and 1989, The Pride Survey was given to Crockett J.H.S. students. The results indicated that drug usage was abnormally high in ECISD compared to national norms. As a result of the information obtained, a Drug Education Consultant/Counselor was hired. In 1987-88, a total of 56 students were determined to be in possession of drugs or under the influence of drugs at Crockett. In 1988-89, six students were caught for the same type of violations. In 1989-90 to date, one student has been caught on campus for violating a drug policy. "Insight" counseling sessions for these students began the spring semester of 1988.

Documentation included: Interviews with administrators
Document review

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

<u>X</u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The staff was informed in faculty meetings by building administrators. In January of 1988, grade level meetings with the students took place to re-inform them of the "Zero Tolerance" of drug use and of the consequences. Through written communication, the principal sent out a letter to all Crockett parents informing them of the necessary "Zero Tolerance" and of police involvement with any students having been apprehended. During 7th grade orientation, the principal emphasized the "Zero Tolerance" position and students, parents and teachers clapped and cheered in response to the proclamation.

Documentation included: Interviews with students, teachers, parents, and community
Document review

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u>X</u>	Understated

- Details/Documentation:

Teachers are assigned duty stations to monitor closely "high risk" areas such as restrooms, school yard, hallways, and gymnasiums. Students who were non-users became involved by reporting students who were users and pushers. In the 1987-1988 school year, the number of self-referrals was zero. Presently, due to increased awareness of the Student Assistance program, students are self-referring.

Documentation included:

Interviews with teachers, administrators, and students
Observation of student turning in another student
Phone Hotline to report students

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Discipline referrals describe incidents which are indicators of potential drug use. Both students and parents are informed of unacceptable behaviors at school and communications take place through the overnight suspension process and required parental conferences. Counseling records from both the regular counselor and the "Insight" counselor are maintained. Police maintain records which indicate communication with the parents. In the 1988-1989 school year, Crockett implemented the Student Assistance Services concept which provides assistance from a 1/2 day counselor and a teacher Core Team. Records are maintained through referrals and updates. Bi-weekly meetings of the 'Core Team' take place to provide monitor/mentor services by the teachers as well as the SAS Counselor.

Documentation included:

Interviews with parents, students, teachers and counselor
 Document review

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy, including procedures for implementing and consequences for violations. How often is it reviewed?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Ector County I.S.D. mandates a "Zero Tolerance" position with regard to alcohol and other drug use. The school is in compliance with school board policy and state law as it applies to tobacco and tobacco products.

Crockett suspends students caught with drugs or under the influence of drugs for a period of three days. Police are called, charges filed, and the student is taken away in handcuffs. Parents are notified at the time the student is taken into custody and are directed to pick the student up at the police station. After a student is removed, parents are notified verbally and in writing of a 3-day suspension and of the requirement to meet with an administrator before the student can re-enter. Parents are informed that students can return to campus upon completion of 3-day suspension and proof of arrangement for counseling. They are also informed that any 2nd offense will result in assignment to the Alternative Center for the remainder of that semester.

Documentation included: Document review
 Observation

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The drug policy is enforced to the fullest extent regardless of the violation or of the student involved. The only thing considered is the fact that there has been a drug use violation and the laws of the state have been violated.

Documentation included: Interview with administrators

3. What input did the following have in formulating the policy, procedures and consequences?

- o staff
- o parents
- o students
- o community
- o others (specify)

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

A task force appointed by the board of trustees made up of local community leaders, school administrators, parents, teachers and students were involved in the development procedures, policy and consequences.

Documentation included: Interviews with task force members

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

School attorneys reviewed the policy for compliance with federal, state and local law.

Documentation included: Interview with administrators

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The administrative guidelines are communicated annually to the parents and students in The Student Code of Conduct. Each student must bring back a signed form by his parent indicating they both have read and have an understanding of the guidelines. Parent meetings are held during open house and explanation of the Crockett school policy and procedures is discussed.

Documentation included: Document review

Interviews with administrators, parents and students

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The school policy on drugs is communicated to students during 7th grade orientation and grade level meetings. Administrators clarify expectations of students as well as the consequences which follow if the district drug policy is violated.

Documentation included: Document review
 Interviews with administrators
 Interviews with students

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The SAS counselor provides, without prejudice, education and support services to any student seeking assistance regarding alcohol, tobacco or other drug use. The SAS Core Team provides additional support through a mentor program and visible anti-substance use education posters.

Documentation included: Document review
 Interviews with SAS Core Team
 Observation SAS Core Team

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Students re-entering school from suspension, expulsion or rehabilitation for substance use are automatically referred to the SAS counselor for inclusion in appropriate groups to include substance use education and after-care support. The SAS Core Team Teachers serve as mentors to each student with referrals of this type.

Documentation included: Interview with student
 Interview with SAS Core Team members
 Observation group meeting

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

Alcohol and other illegal drugs and tobacco products are prohibited by state law and school district policies from being on any school premises or at any school-related function. The procedures that enable the schools to enforce the district policy is the Operational Procedure. The Operational Procedure enables the people charged with enforcement to channel the offender in the right direction. Offenders are 1) under the influence of a prohibited substance without possession, 2) in possession of an alleged prohibited substance for the purpose of consumption, or 3) in possession of an alleged prohibited substance for the purpose of sale, supply, or gift. After the offender is classified as in category 1), 2), or 3), then the school official is able to determine which direction to take. After law enforcement officers have been notified, first time offenders are given the choice of attending counseling or being placed in an alternative school. First time offenders who plead guilty are given the opportunity to attend Teen Court and to receive sentencing. The sentence will consist of a specified number of hours of community service and six counseling sessions for substance abusers. The Teen Court is operated under the auspices of Odessa City Court. The Teen Court handles Class B and C misdemeanors. Second-time offenders are not given a choice but are placed in an alternative school. Offenders with more than two convictions are eligible for expulsion from school for the remainder of the semester or the school year. The only situation where no choices are given, is in the case of the person who has an illegal substance in his possession for sale, supply or gift. In this case, the student is eligible for immediate expulsion after the proper law enforcement agency has completed its portion of the investigation.

Documentation included: Observation
 Interviews with students, teachers, and administrators

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The primary drug education curriculum used at this time is titled Education for Self-Responsibility II: Prevention of Drug Use. This curriculum is produced by the Texas Education Agency and is available to all school districts in the state of Texas. The materials in this curriculum are designed to be taught in all grade levels and in most subjects. The curriculum consists of suggestions on lessons for specific classroom use and ideas involving parents. The most important concept brought out in this curriculum are the firm "no-use" messages. The seventh grade life science also has a special two week series of lessons on drug education which is taught by outside specialists with help from the regular classroom teacher. Lessons in this curriculum are taught by teachers in art & music, health, language arts, math, science, social studies, and vocational education.

Documentation included: Review of curriculum -- Interviews with teachers

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation

Drug education is taught in all subjects. In seventh grade life science, part of one six-week period is dedicated to drug education. In all other subjects, the TEA curriculum is used to teach drug education.

Documentation included: Teacher interviews in all subject areas

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The curriculum used in this school is used by teachers in the subject areas where lessons are available. In addition, all teachers are encouraged to develop their own lessons on drug education with the primary goal of the lesson to give the "no-use" message. Teachers who work with students in special areas are encouraged to teach the "no-use" lessons to their students and to use the TEA curriculum in their classes.

Documentation included: Teacher interviews
 Student interviews

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

The Crockett Colts Carer (C-3), an outgrowth of the Just Say No organization and the C-3 Adult Coalition, is a newly developed community supported group of 180 youth who are active and positive role-models for non-users. By providing positive peer pressure through anti-drug activities such as drug-free posters and drug-free playnights, other students can begin to feel self-confidence in making right choices when faced with family or societal pressures. Students are also being taught life skills through an infused curriculum, Education for Self-responsibility II: Prevention of Drug Use recommended by The Texas Education Agency for grades 8th and 9th. Seventh grade students are taught a drug education unit along with decision making skills in their Life Science Class. The Student Assistance Services counselor also provides reinforcement in the area of building self-confidence through group support service sessions for referred students.

Documentation included: Document review
 Interviews with teacher and students

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☒	Understated

- Details/Documentation:

The local school district follows state mandates which dictate that signs be posted throughout physical education areas describing the dangers of anabolic steroid usage. Video tapes and speakers are available to teachers to use in emphasizing the dangers of anabolic steroid.

They do an outstanding job not only in the area of steroids but with self concept and academics. Emphasis is on student, not winning.

Documentation included: Observation
Interviews with coaches

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is

☒	Accurate
☐	Overstated
☐	Understated

- Details/Documentation:

Alcohol abuse is treated in the same manner as all other illegal substances and is communicated as such in The Student Conduct Handbook. Social Studies classes also teach the progression of past state prohibition laws through present laws prohibiting alcohol consumption by any minor. ECISD does not support responsible-use programs.

Documentation included: Document review
Interviews with administration and teachers

7. Is this curriculum part of a state or local mandated program-of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Drug education is mandated by the Texas Education Agency in the Essential Elements.

The curriculum being used is Education For Self-Responsibility II: Prevention of Drug Use. The lessons are tailored by each teacher to the individual needs of the students. The curriculum was selected by the building administration for use in their classes. It was selected because it is in the development stages and the school wanted to have input into the further development of the curriculum. In addition, this curriculum was developed with the children of the State of Texas in mind.

Documentation included: Document review
 Interviews with administrators

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The Ector County School District has adopted a formal drug education program called Discovery Skills for Life, grades K-6th. Grade seven allows for a drug education unit in Life Science. Grades 8-12th reflect the inclusion of the T.E.A. Prevention of Drug Abuse which is infused into the curriculum.

Documentation included: Document review
 Interview with teachers and administrators

9. What does your school do to promote appropriate non-drug-using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Through activities such as (C-3) meetings, drug-free parties/playnights ect., the Crockett Colts Care (C-3) group of one hundred and eighty members serve as excellent non-drug-using role models to their peers. Teacher and administrative staff sponsor trips and activities with students to events such as the State Texans' War on Drugs Youth Conference held in Fort Worth. Six students and two sponsors, an administrator and teacher attended summer of 1989 conference.

Documentation included: Interviews with students, teachers and administrators

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

In 1987, The Texans' War on Drugs representative reviewed reading materials in libraries to determine responsible-use messages. ECISD librarians also attended an in-service session given by Texans' War on Drugs which provided updated information on "responsible use" terms versus "no tolerance" terms. A resource list which includes reviewed and approved materials is provided by The Texans' War on Drugs. In addition, the Discover Skills for Life curriculum, Grades K-6, has been reviewed and approved by the T.W.O.D. agency. Currently, The Texas Education Agency has forwarded to all Texas schools a curriculum entitled, Educating for Self-Responsibility II, which has no "responsible use" messages.

Documentation included: Document review

Interviews with librarian and administrators

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The Pride Survey has been given to every student at Crockett Junior High in 1987 and 1989. These results have been reviewed and they indicate a decrease in drug use incidents and an increase in awareness of drug use dangers. The effectiveness of the drug program at Crockett was also proven through a decrease of drug violations on campus. In 1987/1988, the number was reduced to a total of six students having violated the drug policy. Currently the number of drug violations on campus is one.

Documentation included: Document review
Interview with students

D. STAFF DEVELOPMENT (10 points)

1. What specific training do administrators, teachers, and support staff receive?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Region B Coordinator from the Texans' War on Drugs provided in-service training on dangerous, illegal drugs and their symptoms to all ECISD bus drivers, cafeteria workers, maintenance workers, teachers and administrators. All ECISD administrators have attended a "rapid eye" training for the purpose of identifying students under the influence of drugs. All faculty at Crockett Junior High attend at least one in-service session each semester for an update on the purpose of the Student Assistance Services program and the referral process.

Documentation included: Document review
 Interviews with support staff

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

- (1) An update from the Texans' War on Drugs was given to all bus drivers on August 31, 1989, and to food service people on August 29, 1989.
- (2) The Concerned Citizen Coalition Workshop was given by Texans' War on Drugs Representative, the Ector County Juvenile Judge, and the police department Deputy Chief on October 2, 1989.
- (3) An update on The Student Assistance Program was given in September of 1988, in January of 1989 and in November of 1989 to all faculty members.
- (4) Training for the ten member Student Assistance Services Core Team was held December 13 & 14, 1988.

Documentation included: Document review
 Interview with administrators

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

All of the above mentioned workshops were required.

Documentation included: Interview with teachers and administrators

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

In each of the above mentioned workshops, all staff members and support people who have any contact with Crockett students were informed of the ECISD "Zero Tolerance" philosophy which included the following issues:

- A. Administrators, teachers and parents will provide assistance to students needing preventative information through the SAS effort.
- B. Non-using students will provide positive peer pressure to prevent drug use through C-3 student activities involving all of CJHS students.
- C. Through participation in school grade level orientation and activities, Crockett parents also promote non-use attitudes.
- D. Administrators inform all students and parents, through meetings and letters, that each drug violation by any student will be processed to the fullest extent.

Documentation included: Interviews with administrators, teachers and students

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

In order to provide trained non-users as role-models to all students, six members of the C-3 club were sent to the Texans' War on Drugs Conference which was held July 5 - 8, 1989 in Fort Worth, Texas, on the campus of Texas Christian University. Students went through leadership workshops which provided them with information about substance use including tobacco, alcohol and other drugs. Their responsibility at Crockett is to work with the C-3 group in their building to promote and to role-model drug free attitudes at Crockett. In addition, one C-3 student from the 9th grade level received training in a Mothers Against Drunk Driving conference held in Amarillo on October 27, 28, & 29, 1989. His responsibility was to communicate to all students about the dangers of alcohol abuse through the use of a poster or a news article in the CJHS newspaper. The SAS counselor also provides specific information to referred students on the dangers of drug use through group counseling.

Documentation included: Interviews with students and SAS counselor

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

All Ector County I.S.D. administrators were required to attend a ~~Rapid Eye Test~~ workshop in February of 1989. The purpose of the eye test is for administrators to be able to identify students who are under the influence of drugs. All of the Crockett staff was required to attend the October 2, 1989, Concerned Citizen Coalition workshop in which specific student behaviors indicating drug use were outlined and discussed. The Student Assistance Core Team members attend a training session on December 13 & 14, 1988, and again October 3 & 4, 1989.

Documentation included: Interviews with administrators, teachers and SAS counselor

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug usage?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Crockett, along with other ECISD schools, maintains constant contact with the Texans' War on Drugs to obtain updated and accurate information on any "new drug" usage and their harmful effects. The annual Pride Survey provides current information on student drug knowledge and potential usage. This information is reviewed by ECISD administrators for the purpose of determining needs of the students in drug education.

Documentation included: Interviews with administrators

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

All Crockett faculty members attend at least two in-service sessions conducted by the Crockett Student Assistance Services Teacher Core Team. The SAS Core Team members discuss the type of referral that is "mental health related" which need to be referred to the SAS counselor versus the "behavior" referral which need to be referred to the assistant principal for disciplinary reasons.

Documentation included: Interviews with teachers
 Observation SAS meeting

9. Who is responsible for handling substance abuse referral?
Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Substance abuse referrals are handled by the building Core Team which qualifies and investigates the referral for pertinence before recommending the student for counseling. The Core Team has undergone Core Team training which covers criteria for making decisions regarding action on reported substance abuse.

The SAS counselor is responsible for the substance abuse counseling once the referral is approved by the Core Team. The SAS counselor is skilled in counseling therapy techniques and group leadership dynamics with a specialization in substance abuse theory. The SAS counselor has an M.A. in Counseling and is a Certified Alcohol Drug Abuse Counselor.

Documentation included: Interviews with Core Team members and SAS Counselor

10. How are teachers made aware of available referral
resources and how to use them?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

The teachers are informed of available referral resources during building in-service meetings and Core Team meetings. A complete listing of available community referral resources along with a detailed explanation of services and eligibility requirements is available in each counselor's office. This information has also been distributed to each Core Team member and is maintained in their procedure notebook.

Documentation included: Interviews with teachers
Document review

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- o educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- o support (i.e. aftercare, peer listening, Big Brother or Big Sister Programs, drug-free clubs, self-help groups, etc.)
- o social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- o sports (i.e. competitive, intramural)

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation:

Student involvement is outstanding. Students attend conferences, have special days and weeks of awareness activities, community support, dances, projects, etc. They are truly exceptional. Please read application for more details.

Documentation included: Student interviews
 Parent interviews
 Observation
 * "I Care Hotline"

2. What percentage of your student body is involved in the various activities? Discuss.

- Information presented in the nomination form is

<u> X </u>	Accurate
_____	Overstated
_____	Understated

- Details/Documentation:

"I Care Hotline" - One hundred percent of CJHS students have access to this telephone service.

"Just Say No Activities" - Seventy percent of the CJHS students have participated in these preventative activities during grade school.

"C-3 Activities" - Sixty percent of CJHS students will participate in at least one C-3 sponsored activity in the 1989-90 school year.

Intramural, Competitive Sports - Forty percent of the Crockett students participate in athletics.

Choir, Band, Orchestra Organizations - Forty percent of CJHS students participate in at least one of these school programs.

Documentation included: Enrollment review -- Interviews

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Drug prevention and awareness programs for parents include: parent meetings to discuss discipline, drug policies and "Zero Tolerance", and academic requirements. Meetings have been held during August and October of this year. Every parent is provided the "Texas War on Drugs" information in addition to the student "Code of Conduct". Parents of students "at risk" are contacted and warning signs are discussed.

Documentation included: Interviews with parents

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Parents are members of the Crockett C-3 team and have input into programs and concerns. Volunteer parents assist at the school during the regular school day and have served as sponsors for after school activities. A "drug free" dance held during October was completely sponsored by parents. The parents provided "car pools" for the Red Ribbon Rally which was attended by a large number of Crockett students.

Documentation included: Interviews with parents

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

All parents are involved in a passive way through newsletters, mailings (such as "Colt Notes", a positive message to parents) and invitations to informational meetings. A recent C-3 dance at Crockett was supervised by twenty-four parents. Parents are involved in contacting their friends about children "at risk" and offering support and assistance. Outreach strategies include, but are not limited to, parent meetings, one to one communication, mailings to all parents, assisting feeder schools in their "Just Say No" efforts, orientation of incoming students, and position statements to parents, students and the media.

Documentation included: Interviews with parents and teachers
Document review

G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> X </u>	Understated

In 1989, the Junior League of Odessa assisted in the youth effort by providing \$1,600 towards the registration fees for twelve students and four sponsors to attend the T.W.O.D. Youth Conference. The Junior League also requested and received \$30,000 grant money for ECISD to purchase the Discovery Skill for Life Books grades K-6. Judge Carol Gregg obtained a grant from the juvenile justice department for the purpose of coordinating community efforts in drug education prevention and invention. The basic components of the Concerned Citizens Coalition included representatives from the local police department, Mental Health and Mental Retardation, ECISD, Texans' War on Drugs, and the Juvenile Justice Division. These representatives met on a regular basis to coordinate various anti-drug efforts. The local police professional agency provided \$500.00 towards sponsoring eight student representatives and two sponsors in attending the Mothers Against Drunk Driving Youth Conference held on October 27-29 in Amarillo. The Telephone Pioneers of America from AT&T and Southwestern Bell is very supportive in providing information to parents through brochures such as "How Can I Tell If My Child Is Using Drugs?" Local newspaper, television stations and radio stations are very concerned and committed to fighting drug use through the media. Special featured articles on drug abuse come out in the Odessa American education section. Supportive articles are continuously written to promote positive citywide activities such as the Red Ribbon Campaign. KOZA featured a drug special developed by commentator Gale Hill and she received an award at the Texans' War on Drugs Conference held in Austin on October 22, 23, and 24 for outstanding news coverage.

Documentation included: Interviews with Junior League, judges, police, concerned citizens

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

-Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

The local police agency responds expediently to any calls made from the schools on drug apprehensions. They also support any positive interaction with kids and provide programs which inform students of the laws and violation consequences which follow.

Documentation included: Interviews with police officers

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation

The SAS counselor makes presentations at various community service organizations to publicize work being done and availability of services. Information on substance-use services available at Crockett is presented to the Permian Basin Community Center for Mental Health/Mental Retardation as that agency is an integral resource for community services. The SAS counselor has also made presentation to the Texas Department of Human Services to promote co-operation and sharing of services for the mutual benefit of the students.

The Student Assistance Services Supervisor meets regularly with the Concerned Citizens Coalition (C-3) to determine training needs of school staff, agencies and parental groups. The C-3 communication effort promotes and facilitates inter-agency cooperation and resource-sharing.

Documentation included: Interview with SAS counselor

U.S. DEPARTMENT OF EDUCATION
1989-90 DRUG-FREE SCHOOL RECOGNITION PROGRAM

SITE VISITOR'S REPORT

School Name CROCKETT JUNIOR HIGH SCHOOL Code 3DFTXJ2
City ODESSA State TEXAS
Site Visitor LEO J. UEBELEIN
(Printed) *Leo J. Uebelien*
(Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

Crockett Junior High School is located in Odessa, Texas, Ector County; the area is defined as West Texas. The population of Odessa is 104,800. The major industry in the area is oil and petro-chemical related products. This region of the county provides 20% of the nation's gas products.

The area has been hit hard economically and is some 30% below in its oil production since the early 1980's. The evidence of a failing oil economy appears in closed down fields and related factories and suppliers.

The area is multi-racial with a heavy white and Hispanic population. The neighborhood served by Crockett Junior High School runs the spectrum from low income to upper middle class.

The school facility is spacious and well-cared for and it provides the student and staff an excellent atmosphere for learning. My visit began with a tremendous show of student, teacher and administration hospitality. I was unexpectedly met at the airport by some 200 students, all members of the C-3 group (a drug abuse prevention group), and their teachers. My site visit partner and myself were then provided with every material that was needed for review in addition to setting a schedule that would allow us a maximum exposure to Crockett, teachers, students, parents, community leaders, et. al.

After two (2) days of intensive discussions, meetings, reviews, etc., it became apparent to me that what I read in the Crockett application was definitely accurate but in many cases underrated. There is true essence of administrators, teachers, parents and community working together to do the right things for the right people, the children at Crockett Junior High School.

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

Prior to 1987, Crockett Junior High School experienced severe drug and gang problems. A new administration was brought in, led by a seasonal principal, Mr. Robert McCarley. Interviews of principal, vice-principals, school administration, parents, police, teachers - all to the one pinpoint the drastic change at Crockett upon Mr. McCarley's arrival.

2. Was there a formal or informal assessment of the problem?

If so, describe the assessment and how the results were used.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The principal, school administrators made formal assessment and compared then to national norms. A formalized attempt to assess and rehabilitate Crockett began in 1987. The results were a drug consultant hired, Student Assistance Services, school standards and discipline procedures strengthened and enforced. Interviews of students, S.A.S. providers, teachers and discipline records reveal dramatic yearly decrease in drug related incidents at Crockett.

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> X </u>	Understated

- Details/Documentation:

Interviews of students, staff, police, parents and all revealed that they received Crockett's zero tolerance community message. They further stated it heightened the students awareness and a noticeable change in attitude and behavior were coming into fruition. I felt it was understated because I spent two days on campus and many hours talking to people about Crockett. The consensus was school has been open to all showing the good and the bad in its attempt to get better.

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

There is strong evidence that Crockett has taken a pro-active stance in its no use program. Teachers and students interviewed described the school's vigilant attempts over the past three years to keep drugs out of school. Every teacher is involved in monitoring school against drugs, students and (C3) students all have a no use philosophy. Every parent, teacher, student, police officer, staff member interviewed told us about the old days at Crockett, but were quick to show how great it is now, their evidence is convincing. Principal also uses the rapid eye test in a most fair and consistent way. Students are volunteering information on drugs and self referrals are on an increase at Crockett. This was evidenced by S.A.S. records and interviews.

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated
- Details/Documentation:

A review of discipline records and referrals are extensive in nature and well reported. Interviews with teachers, counselors, principal, vice-principals and students give strong evidence that discipline is an integral part of what makes Crockett work. Documentation was reviewed by site visitors at police headquarters, in addition to discussions with police, core team members and S.A.S. counselor. Documentation is there, it's evaluated, and to the observer, conditions are always being updated for the betterment of the students.

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy, including procedures for implementing and consequences for violations. How often is it reviewed?

- Information presented in the nomination form is
 - ☐ Accurate
 - ☐ Overstated
 - ☒ Understated
- Details/Documentation:

As site visitors, we reviewed student handbooks, rules and regulations, school board policy and found that they provided the student, parent, teacher, administrator, and law enforcement with a strong and consistent method of operation in handling substance abuse problems. Students, parents interviewed all were cognizant of the sanctions and 100% behind them. Teachers felt very comfortable with them, and law enforcement felt that over the past three years, Crockett has made 180 degree turn around as a result of its policy.

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is

 Accurate
 Overstated
 X Understated

- Details/Documentation:

The methods are stern but clear, and the implementation is consistent. In addition, the city uses a Teen Court program that is novel and should be relicated. In 6½ years, over 5,000 cases heard in teen court, 20% drug and alcohol related, and the court has a 2% recidivist rate. The court was well thought of by the cross section of Odessa people who we talked with and interviewed. The court is of the teenager, by the teenager, and for the teenager. Site visitors actually observed a drug arrest scenario unfold before our eyes on campus. The policy was followed like a text book.

3. What input did the following have in formulating the policy, procedures and consequences?

- o staff
- o parents
- o students
- o community
- o others (specify)

- Information presented in the nomination form is

 Accurate
 Overstated
 X Understated

- Details/Documentation:

The evidence uncovered by my site visit revealed that Crockett Junior High School was a text book example of how school policy should be set and adhered to. The principal and staff have an open ear and mind to anything that would benefit their students. Thus, I observed how important student, parent, community involvement was in the Crockett system. The 3C Coalition is all the evidence one needs to see that Crockett is a leader when it comes to total involvement. Judge Carol Gregg's interview sold me on how well Crockett is doing to become drug free.

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The site visitors reviewed Texas State law, County policy and school policies. We interviewed superintendent, two County Court judges, Ector County Sheriff, Odessa Chief of Police and several other law enforcement officials.

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Site visit reveals the guidelines are cogently presented to students and parents, the return rate is about 97%. In addition, over 1,000 parents and students attend a yearly 7th-9th grade Drug Information and Policy Program. Interviews of parents reveals that they feel the school provides them with an abundance of information about the school and its policies, as well as any changes made. Students interviewed randomly were fully cognizant of the school's guidelines re: drugs, alcohol, tobacco.

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☒	Understated

- Details/Documentation:

Crockett is blessed by a media specialist who is constantly exposing the positive and great things done by Crockett students. The local TV stations and print media are sincerely interested in showing the positive things students are doing. Our visit also revealed that people in businesses throughout the community would put up billboards extolling the students at Crockett in their war against drugs. There is a real sense of community between the Crockett students and the public at large.

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☐	Understated

- Details/Documentation:

Crockett's core team was interviewed during our visit, it was quite evident that the 14 or so teachers who comprise this team are active and doing a great job. Students interviewed randomly felt that core team was one of the reasons attitudes have changed over the past three years. I also interviewed the S.A.S. counselor in addition to participating in a session. I was totally impressed by the counselor, his work and the students involved. My random interviews confirmed that S.A.S. had significantly changed the attitudes of a number students.

(I would be remiss if I didn't state the overwhelming majority of students, teachers, parents, etc. interviewed stated Principal Robert McCarley was the reason why Crockett has changed dramatically in the past three years.)

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Interviews of core team members and S.A.S. counselors reveal a great deal of success in working with students at risk and who have been previously involved in substance abuse. Several students unsolicited discussed their turn around as a result of core team and S.A.S. counselor.

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Site visit reveals measures and procedures are well formulated and work well in the school and community. Interviews of the C3 Coalition members, students, administrators, police, Teen Court officials, probation officer, alternative school principal - they all state that the system works, it's smooth, sure and consistent. In discussion with previously mentioned, there appeared to be an honest reality that what they had worked and was beginning to get even better.

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

Interviews of teachers and students reveal the use of the curriculum provided by the Texas Education Agency, which includes a strong no use policy. Students, teachers, parents and administrators observe a noticeable change in attitudes since the infusion of this curriculum as per interviews. We also received curriculum and found it to be excellent. Separate and aside from curriculum which is prepared, our interviews revealed that many teachers from physical education to music were interspersing drug abuse messages into their everyday curriculum. The entire school and staff are working hard in the fight against drugs.

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation

The drug education appears in various and sundry ways in the Crockett curriculum. I even noticed the custodial staff wearing emblems and slogans against drugs. When questioned about it, a custodian said that he too was a part of the fight against drugs. Teachers, students and parents all concur that drug education is found in all school subject matter.

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☒	Understated

- Details/Documentation:

Every teacher uses the Texas curriculum in addition to their own individual drug education all revolving around a no use message. All special education teachers follow this same model. Interviews with principal and special ed teachers find that this is precisely the method used. Thus creating one unified and cohesive standard of drug education.

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☒	Understated

- Details/Documentation:

As site visitors, we reviewed C-3 (Crockett Colts Care) Program and were quite impressed with the training the students receive and the positive peer pressure that it engenders. As of our visit, one third (1/3) of the student body were C-3 members. We were fortunate to have participated in a rally and to have met and talked with C-3 leaders and members. The City of Odessa also has a C-3 Coalition headed by a County Court judge, members of the Texas War on Drugs, Principal McCarley and police, courts and schools all working in concert to assist and strengthen school children to fight against drugs. The school and principal attempt and do make an extra effort to provide a climate to build self-esteem, examples are breakfast with principal, Colt Notes given to students for good deeds and efforts in the Crockett community. Teachers use philosophy of respect for students, strong drug enforcement, and a family style atmosphere.

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is

☐	Accurate
☐	Overstated
☒	Understated

- Details/Documentation:

During a walking tour through the entire athletic facilities, site visitors were impressed with information provided to students about steroid abuse. We also noticed some great motivational messages posted throughout the athletic facilities. While interviewing some student athletes, several opened their lockers and exhibited some anti-drug messages and motivational quips that meant something to them. I was warmly impressed because I remember my days as an athlete, how I thought the sun rose and set on my coaches, and I'd do anything they would say. Believe it or not, I found many of the Crockett athletes felt the same way. I met the coaches and I can agree, great job!

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is

☒	Accurate
☐	Overstated
☐	Understated

- Details/Documentation:

Visit revealed strong anti-alcohol messages throughout school. Interviews of teachers, coaches and parents showed that all are in synch when it comes to giving anti-alcohol messages. Several parents told us that they too are abstaining from alcohol use so as to be positive roll models for children and their friends. School philosophy treats alcohol like all other illegal substance with no use policy.

7. Is this curriculum part of a state or local mandated program-of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

A review of the curriculum in its entirety coupled with teacher, student and parent interviews reveal that the T.E.A.'s curriculum is being followed and used frequently throughout the Crockett curriculum.

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

<u> </u>	<u> X </u> Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Interviews of the principal, superintendent, teachers and parents indicate that the T.E.A.'s curriculum is in place district-wide and that there is a noticeable change in attitude of 6th graders by the time they reach Crockett. It is also noticed that the Crockett students are becoming better citizens by the time they reach high school.

9. What does your school do to promote appropriate non-drug-using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Site visitors met with many of the C-3 school members and each one was proud of the fact that they were drug free and all stated that their goal was to show every student that you could be cool and drug free, you could be anything you wanted to be without drugs. They were constantly doing things that would get all students to join them and emulate them, to be drug free is not to be a "nerd." Teachers, administrators all remain alcohol free and drug free, as well as tobacco free.

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

Several groups, along with the State Education Agency, all monitor substance abuse materials and do not let anything get into students' hands unless there is a no use message. Our site visit revealed this to be true in the materials reviewed.

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

<u>X</u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Site visitors reviewed pride statistics and disciplinary records, interviewed principal and two vice-principals. There is a decrease in drug use incidents. Interviews of students indicate that students have a heightened awareness and for the most part developing good attitudes against drugs. Parents interviewed stated four to five years before they dreaded the thought of sending their children to Crockett Junior High School. They stated the change has occurred during the past three years since Mr. McCarley became principal and instituted the existing drug curriculum and programs. Parents now don't want to send their children to any other school but Crockett Junior High School.

D. STAFF DEVELOPMENT (10 points)

1. What specific training do administrators, teachers, and support staff receive?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Records reviewed at site visit shows the school is constantly updating its staff and teachers. Interviews further substantiate the efforts made to make Crockett teachers and staff fully aware in their fight against drugs. We also observed the rapid eye procedure used by the principal.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

We interviewed students, staff and teachers about the quality content and basic overall usefulness of in-service activities. The consensus was that what they have learned and brought back to the day-to-day Crockett school life is making an impact and the student-teacher relationships are getting better every year when it comes to drug and alcohol problems.

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Administrators and teachers admit that all training is required. Interviews of teachers found no problem in receiving training on a mandatory basis. The two reasons they expressed were first, they felt the training made them better teachers; and second, the administration made scheduling of training convenient to all.

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is

 Accurate
 Overstated
 X Understated

- Details/Documentation:

Principal McCarley is a master in translating philosophy to his teachers and students, his valiant efforts get the message across to all. I met with over 200 citizens of Odessa all having an interest with Crockett Junior High School. No where did I find one citizen who wasn't cognizant of the Crockett Philosophy. Every citizen had extreme pride in Crockett Junior High School, its students, teachers and administrators. I was convinced after two full days that what I observed, heard and participated in was for real.

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

_____ Accurate
 _____ Overstated
 _____ X Understated

- Details/Documentation:

Site visitor interviews and observations reveal extensive core group training. S.A.S. training in addition to seven (7) other vehicles used by Crockett to train and assist students and staff. Observations reveal all groups and programs are functional.

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

_____ X Accurate
 _____ Overstated
 _____ Understated

- Details/Documentation:

All school administrators have been trained, core team teachers. Concerned Citizens Coalition workshop is a training method also. There is a constant search for staying ahead of the drug problem, it was apparent in the interviews of Ector County Superintendent Buinger, County Judge Gregg, Principal McCarley and members of the Crockett core team and S.A.S. Counselor Russ Johnson.

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug usage?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

Crockett interviews reveal that Texans War on Drugs are helpful in this matter, in addition to the Odessa Police Department.

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

Crockett has a very active and involved S.A.S. counselor, Russ Johnson. Mr. Johnson is constantly involved in working with the core team teachers along with his numerous counseling sessions with students in Crockett. My interviews with Crockett staff and teachers shows strong evidence they are comfortable in their roles and they know when to begin assistance and when to refer for assistance.

9. Who is responsible for handling substance abuse referral? Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The details and documentation are easy, two (2) days with Russ Johnson, S.A.S. counselor, and two (2) days with Principal Robert McCarley. Their work is heartwarming.

10. How are teachers made aware of available referral resources and how to use them?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

The core team members keep all students and teachers aware. The lines of communication throughout the school are quite open. Teachers were asked how they felt communication throughout the school was and the answer overwhelmingly was excellent.

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- o educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- o support (i.e. aftercare, peer listening, Big Brother or Big Sister Programs, drug-free clubs, self-help groups, etc.)
- o social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- o sports (i.e. competitive, intramural)

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation:

Our site visit revealed that Crockett has tied drug prevention into every phase of its day-to-day operation. A review of over two (2) years worth of school activities indicate Crockett is alive with programs and doing well for the students and the community. Interviews of random students for the most part feel that they receive a great deal of drug prevention in their school related programs.

2. What percentage of your student body is involved in the various activities? Discuss.

- Information presented in the nomination form is

<u> X </u>	Accurate
_____	Overstated
_____	Understated

- Details/Documentation:

Site visitors talked with many Crockett students. All felt they were involved in something great at Crockett. All felt safe and comfortable at Crockett. The C-3 students who represent the largest group on campus see their numbers increasing yearly. Their start up group two (2) years ago was 15, now they number 180. The band has won the Texas State Championship two (2) years in a row, students are proud to be in it and to have them represent the school. The student body appears happy and well involved.

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Interviews of a number of parents indicate they see a dramatic change in Crockett and they are all comfortable and happy with the school's work in drug prevention. Some parents expressed an interest in abstinence of alcohol and tobacco because of all they have learned from students and self-help programs provided by school. My personal observation - Crockett's work in school with the students has bridged the chasm between school and home, thus making Odessa a little more of a drug free community than it was.

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is

<u> x </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Interviews of teachers, parents, students and community leaders all feel parents are more involved today than in past. However, the situation isn't perfect but the fact that there is a concerted effort to do better, things are better.

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> X </u>	Understated

- Details/Documentation:

The Crockett community showed me that they were interested in their kids. I met with several hundred parents and community members over a two day period, all of whom stated their concerns and opinions of Crockett today and yesterday. They all were confident that Crockett was headed in the right direction and appreciated the efforts of Principal McCarley and all of his staff. I also found that the parental involvement wasn't simply P.T.O. membership, but various groups and community service organizations who were doing things for Crockett in support of drug prevention and awareness activities. The overriding opinion of why the parents were involved was they felt they were doing the right things for the right people, the children of Odessa, Texas.

G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Crockett is fortunate to have a great community behind it. I met over two day period several hundred of these community representatives, all who have aided Crockett over the years. The consensus of these leaders is that Crockett is definitely on the right road to becoming drug free, and the stronger the school's efforts, the stronger will be the communities.

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

-Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

-Details/Documentation:

The law enforcement community spent several hours over our two day visit to explain their role and the plans they have for the future. My observations revealed there is a strong two way relationship between the police and Crockett Junior High School. I also talked with the chief and three deputy chiefs, all of whom believe that law enforcement and education working together with the community, government officials and the media will be the answer to our drug problem in Odessa and in the United States. I concur wholeheartedly.

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

<u>X</u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation

The Concerned Citizen Coalition (C-3) works hand and glove with Crockett and its administration. There appears to be an all for one and one for all attitude. My two days with the people representing both C-3 and Crockett made me feel that more communities should adopt such an operation. C-3 coordinated everything between Crockett and the City of Odessa. The marvel of the program is it is done in a simple and direct fashion, not overloaded with countless levels of bureaucracy.

Team 10

U.S. DEPARTMENT OF EDUCATION
1989-90 DRUG-FREE SCHOOL RECOGNITION PROGRAM
SITE VISITOR'S REPORT

School Name Mollie E. Ray Elementary School Code 3DFFLE6
City Orlando State Fl.
Site Visitor Sharon Heatly Sharon Heatly
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

Mollie Ray Elementary School has a student population of 703 students with 91 staff members. The school serves a low socio-economic area which includes several federally subsidized housing projects confirmed by the local law enforcement as high crime and drug-related problem areas.

The application stated that 69.60% of the students are from low income families. This is based on data from the Federal Free and Reduced Lunch Program. The application stated that the ethnic composition is as follows: 1.58% Asian or Pacific Islander, 2.98% Hispanic, 59.37% Black and 36.7% White.

The physical plant is an older building but is well-maintained. The grounds were clean and the landscaping had been done by the students and staff. Creative, colorful murals are painted in the buildings breezeways. One mural depicted an enormous rainbow with every student in the school handprint on it.

Mercy Drive is a well-known street in Orlando for drugs, drug-related crimes and federally subsidized housing. The principal stated that the annual income for this housing area was approximately \$5,000. In the midst of this area, Molly Ray Elementary School is located.

The drug-free program has three major componets: the in-school programs, after-school programs and the community programs. Each component has a wide range of programs and activities. The school based program serves all students. The after-school program provides drug-free activities for high-risk students with transportation provided for student's return home. With the school as the driving force the community has pulled together to create the third component. The community provides extensive programs available to all Mollie Ray students. The services include recreational services, tutoring, alternative programs, guidance, parent workshops, cooperative games and substance abuse counseling. The program has been described as an "umbrella" to reach out and cover the entire community.

add all of 2

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

In 1987 a faculty and staff TEAM meeting identified many problems facing Mollie Ray Elementary School. Identified as primary concerns were the following: 93% of the students had an attendance or a chronic tardy problem, 59 students received out-of-school suspensions, lack of student motivation, low standardized test scores and students were negatively influenced by a drug-subculture. Data from law enforcement officials indicated that there was a serious problem in the school attendance zone. The police department stated that they received 24,000 service calls and 72% were from the low income housing in the Mollie Ray School district.

2. Was there a formal or informal assessment of the problem?

If so, describe the assessment and how the results were used.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Good

A school-made survey was distributed to ten students in each classroom at Mollie Ray Elementary. The on-site visitor reviewed the survey. School data and the TEAM committee analysis were also used to informally assess the problem. The district Student Assistance Program Director and the principal formed a Community Task Force to conduct assessments and develop a plan of action.

The results were used to develop school-based actions and showed a need for strong community interventions. The original Task Force was expanded to include community leaders, agencies, businesses, ministries and law enforcement. The on-site visitor met with the Task Force which also included representatives from the Mayor's Task Force for Youth, the State Attorney, law enforcement officials of mental health facilities and local politicians. The comprehensiveness of the Task Force demonstrated a powerful networking system pulling in every segment of resources to benefit students in the Mollie Ray School attendance zone. There were approximately 35 people representing various groups all expressing a commitment for these young children. The on-site visitor listened to a community putting their words into actions by actually following their with their commitments. A statement made by one individual was " You can reclaim neighbors from the gripe of drugs and crime."

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

OK. Through TEAM and Core meetings information was given to the faculty. The assessment was shared with key community members and they were asked to join the original Task Force. Parents were informed by school newsletters and P.T.A. meetings. The students were made aware through classroom guidance sessions.

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

There was one incident in 1987 where a fourth grade student brought crack to school. The student was not using or selling but was being used as a "runner" through pressure in the neighborhood. This incident brought the need to the surface and a plan of action was developed.

Since this incident there have not been any drug infractions at school or en route to or from school.

Teachers supervise all activities at school and serve as role models to the students.

Many students seek assistance to have support because of the environment they live in. They know they can go to Mollie Ray for the support and guidance that they might need.

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is

 x Accurate
 Overstated
 Understated

- Details/Documentation:

Formative and summative evaluations were conducted to evaluate the problem. They are as follows:

1. Parent surveys
2. Teacher surveys
3. TEAM and Core Team evaluations
4. Students surveys and compositions indicating drug awareness and attitudes.
5. Formative surveys and records of Task Force members on the services provided and program effectiveness.
6. Analysis of standardized test scores
7. Statistics of law enforcement agencies indicating a reduction in service calls to the targeted community.
8. Records of referrals and services by the Metropolitan Alcoholism Council of Orlando (MACO) counselor to the students and their families
9. One hundred and thirty home visits by principal and teachers.
10. Discipline records

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy, including procedures for implementing and consequences for violations. How often is it reviewed?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The district and school policy is as follows:

A Student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, tobacco, or intoxicant of any kind.

- a. on the school grounds during and immediately before or after school hours.
- b. on the school ground at any time (Drug-free School Zone)
- c. off the school ground at any school activity
- d. En route to and from school

Procedures for implementation include distribution and awareness meetings for the student code of conduct, discipline plan, and the school parent handbook. Violations and consequences are controlled by the site staff. Identification of a violation begins with reporting, investigation, due process, consequences and rehabilitation. Consequences include mandatory four to six week attendance by parent and student at the Family Education Center. On going follow-up and after-care is conducted with students in guidance classes and through the Student Assistance Team.

The district policy was reviewed in July of 1989. The school policy is reviewed formally on a yearly basis but also as needed.

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The staff participated through input from the Faculty Advisory and Discipline Committees. Additional participation occurred through TEAM review and approval of school policies and discipline plan.

The parents participated through P.T.A., local School Advisory Council, Community Task Force, surveys, parental contact and home visits.

The students were involved through student surveys and classroom discussions and activities.

The community was involved through the Task Force by providing input in formulating the alternative rehabilitation policy that allows early re-entry and provides for after-care support.

Others that were involved include the Assistant to the Superintendent for Administrative services, Administrator of Student Assistance Program, and the Area Administrator.

3. What input did the following have in formulating the policy, procedures and consequences?

- ☐ staff
- ☐ parents
- ☐ students
- ☐ community
- ☐ others (specify)

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Consequences to drug infractions are applied by following state and federal law, board policy and the school-based discipline plan. All methods and procedures are documented at Mollie Ray Elementary School.

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Good

The policy is based on school board policy which has the basis of federal, state and local law. The State Attorney, formerly Orange County Sheriff, was on the original Task Force. He continues to provide legal guidance and direction for appropriate and effective policy.

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Good

Administrative guidelines dictate that each student shall receive copy of the Student Code of Conduct and it is clearly explained in the classroom to the students. Teachers guide the students in establishing classroom rules that commensurate with the school board policy.

Parents receive a student handbook that they are requested to sign a statement and have their child return it to school. The statement states that the parent has read the handbook and understands the Student Code of Conduct. The teacher keeps the signed statement on file.

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Good
 The school policy is in the Student Code of Conduct, Parent Handbook and Parent Newsletter. The policy is communicated through the Community Task Force and principal/teacher home visits. The principal stated that the policy is advertised in a positive manner by expressing the success of the program.

Mollie Ray Elementary has received recognition from the school superintendent and the school board for the comprehensive school/community efforts. National exposure was given on Paul Harvey News, USA Today and locally in the Orlando Sentinel for its unique and innovative nature. The school component received the "Little Red School House" honorable mention in 1989 from the Florida Elementary Principals' Associations.

The principal stated that he is always concerned about presenting he drug abuse and related problems in a manner that will not harm the young students at Mollie Ray Elementary School.

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

- Good
1. Individual counseling and small group activities are provided by the school-based counselor.
 2. Winner's Circle and other support activities are provided by the Metropolitan Alcoholism Council of Orlando Counselor.
 3. All teachers present the curriculum in the classroom.
 4. A school-liason officer is present that student have established a positive relationship.
 5. Adult Buddy system where trained staff adopt high risk students. The staff listens, directs and supports high risk students.

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

A five step plan is established to support students who are re-entering school from suspension, expulsion, or rehabilitation:

1. Behavior contract designed with parent input.
2. Inclusion in guidance groups which focus on after-care.
3. Mandatory four to six week attendance by parent and student at the Family Education Center. This is an alternative component in lieu of long term suspension or expulsion.
4. Inclusion in Winner's Circle groups with the PROJECT SUCCESS counselor
5. Assignment of an adult buddy, coordinated through the Student Assistance Team, to provide a role model/ mentor to support and promote self esteem and strengthen decision-making skills.

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The School Board Policy 5157 clearly states total exclusion of any type of drug on the school grounds, at any school related activity and enroute to and from school.

As of July 1, 1989, a no-tobacco policy on the school campus is enforced which has the support of the school board policy.

The Community Task Force supports the schools' efforts and, also, directs focus toward community involvement. Governor Martinez recognizes PROJECT SUCCESS by visiting our school to post the state's first Drug-free School Zone sign.

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

_____X_____ Accurate
 _____ Overstated
 _____ Understated

- Details/Documentation:

Good
 There is a commerical curriculum in grades K-5. The program is based on drug education, building self esteem, family relationships, decision-making skills and refusal skills.

Besides the commerical curriculum, a developmental guidance plan is implemented where teachers develop goals and objectives in each grade level. The primary grades focus on prevention while the upper grades stress education, prevention and intervention. The on-site visitor reviewed activities in each grade level that are being implemented in addition to the package curriculum.

The fifth grade students receive D.A.R.E. curriculum by the school-liason officer.

The curriculum is taught approximately 30 minutes long and is taught one to three times per week in all grades.

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

_____X_____ Accurate
 _____ Overstated
 _____ Understated

- Details/Documentation

All curricula in drug prevention is based on self esteem, refusal skills andresisting negative peer pressure. There are school-wide drug prevention activities as well as additional self esteem building activities. There is a recognition program called the "Golden Spoon" award for positive behavior in the cafeteria.

All classroom teachers infuse drug education through compositions in the Writing Process component of the Language Arts Program. A component of the Social Studies curriculum available to all fifth grade students is called Crime and Consequences. It is not primarily identified as a drug education program but it demonstrates the choices confronting young people. Field trips to Juvenile Court and the County Jail emphasize the realities and consequences of often drug-related crimes.

Drug education is incorporated in the curriculum by participating in local, state and national essay, poster and awareness activities.

Partners in Education plus outside speakers provide essential role models by encouraging the students in education and to live drug free lives.

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

All special education students are mainstreamed into the regular classroom to participate in drug prevention curricula. The same procedure is conducted for gifted and talented students.

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Building self confidence and resisting negative peer pressure is incorporated into the drug curricula. Additional schoolwide programs enhance confidence in students. One program is "8:05" which is the morning announcements over a closed circuit TV system in all the classroom. Students are news reporters with daily activities and short interviews.

One example of a commitment is the head cafeteria cook who involved the entire school in a "50's Day". She order pink cadillacs for the lunches to go in for all students, found a jukebox for the cafeteria and excited the entire staff. The teachers let each child label a record and it was hung in the cafeteria. The physical education teacher and the music teacher are teaching "50's" songs and dances. The entire staff and student body are invited to dress "50's" on the special day.

The Winner's Circle, school guidance, classroom activities and the package curriculum enhance self esteem and drug education. The Adopt-A-Student program for high risk students is also incorporated.

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Anabolic steroid education is incorporated into physical education classes as well as drug curricula in the classroom. The no-use and healthy living approach is throughout the curricula.

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Presentations by the school-liason officer and the school guidance counselor specifically state that alcohol is illegal for young people.

The counselor gives classroom presentations to all grade levels for thirty minute sessions on a regular basis.

7. Is this curriculum part of a state or local mandated program-of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The curriculum is state/locally adopted. Although it is not mandated by the state. The package curriculum is mandated by the local district.

Mollie Ray Elementary implemented the package curriculum and has written their own developmental guidance plan to insure all needs of the students are met.

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The scope and sequence is developmentally sound. The curricula is based on awareness and education in the primary grades and moves to abuse, prevention and intervention in the upper grades.

The middle schools and high schools curricula is based on the same premise. The mental health agencies that serve Mollie Ray also serve the same middle and high school for consistency in services.

9. What does your school do to promote appropriate non-drug-using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The principal stated that no one smokes on the grounds of Mollie Ray Elementary School.

The staff involves athletes, business and community leaders to role model being drug free and emphasize the importance of elementary education. This is done through Partners in Education, Very Important Persons Speakers (VIPS), cultural and career awareness activities.

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

The materials that are used are county adopted and are reviewed and revised by the Student Assistance Director and curriculum directors. The scope and sequence of the materials ensure that they are age-appropriate for the students. All curriculum is screened to ensure a no-use message.

15.

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

1. Student, parent and teacher surveys are used to measure program effectiveness.
2. Statistics from the Orlando Police Department, Sheriff Office and Juvenile Services are gathered to determine program effectiveness and plan improvements.
3. Standardized test scores
4. Student attitude and participation is also used to measure effectiveness.
5. Attendance

D. STAFF DEVELOPMENT (10 points)

1. What specific training do administrators, teachers, and support staff receive?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The district Student Assistance Team provides training for all administrators and teachers. The TEAM training is given to a team from each school and they in return train staff at their individual school.

The district provides training for the following:

1. Training for the package curriculum
2. D.A.R.E. training for the officers
3. Crime & consequence training for fifth grade teachers

The support staff may attend training if they chose to do so.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Student Assistance Team training

March 1988, three days

September 1988, three days

Curriculum training

August 23, 1989

September 26, 1989

October 19, 1989

January 4, 1990

August 19, 20, 1990 schedules for new teachers 1990-1991 school year

Care and Share Program for non-certified personnel at Mollie Ray Elem.

January 10, 1990

D.A.R.E.

August two week training 1989

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

District-wide programs (the curriculum) have mandatory staff development while school-based plans are voluntary.

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The curriculum is based on prevention and building self esteem. The school TEAM meetings are based on drug prevention, education, and intervention. The philosophy of non-use is throughout the entire program with prevention as the emphasize.

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Countywide training is provided through the Student Assistance Team to provide teachers training in identification, counseling, and supporting at-risk students. The school counselor provides additional training inservices to assist teachers with high-risk students.

Countywide training is available one Wednesday every month where school is out one hour early and teachers have the option of attending a variety of inservices pertaining to students and their needs. A great number of the inservices are working with high-risk students and substance abuse.

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Each school in the Orlando system develops a Core Team which is central to the school plan. The Core Team is trained in a district-wide training in drug identification, abuse and intervention. The Core Team then trains the staff in identifying behaviors associated with drug abuse and use. Periodic Student Assistance Team meetings are held to exchange ideas and update teachers to assist students.

Teachers, also, have the option of attending countywide inservice on high risk behaviors.

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug usage?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Student Assistance Team Coordinator, curriculum directors and private agencies with expertise in this are assist in keeping the knowledge base current in drug education.

Information comes from the Student Assistance Coordinator. The school guidance counselor and the Core Team update the local school staff.

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Teachers participate in a school inservice which explains the referral process. Teachers, students, or a parent can refer to the school guidance counselor. The Core Team makes a decision on what direction the referral goes to best assist the student and/or family.

The district Student Assistance Team training specifies guidelines for identification, action and referral. The Core Team then goes back to the faculty and presents this information.

Students who participate in **Project Success** are high risk students that teachers have recommended for this enrichment and confidence building program.

9. Who is responsible for handling substance abuse referral?
Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The substance counseling is handled by the school-based guidance counselor and the Metropolitan Alcoholism Council of Orlando counselor provided by the Mayor's Commission on Youth.

The school guidance counselor has a Master's degree in guidance and counseling with five years experience as an elementary counselor and three years experience as a mental health counselor.

The counselor from the Metropolitan Alcoholism Council of Orlando counselor has a Master's Degree in guidance and counseling and has eight years of counseling specifically in the area of substance abuse and family support.

10. How are teachers made aware of available referral resources and how to use them?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

Teachers are made aware of the referral resources and through general and individual TEAM meetings. The school administration and the guidance counselors assist teachers by keeping them current in referral resources and agencies.

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- o educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- o support (i.e. aftercare, peer listening, Big Brother or Big Sister Programs, drug-free clubs, self-help groups, etc.)
- o social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- o sports (i.e. competitive, intramural)

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Educational: Classroom guidance by the teachers and the guidance counselor, the package curriculum and the D.A.R.E. program is presented on an on-going basis. A support service is provided by Alpha Kappa Alpha orority in tutoring high risk students.

Support: Mollie Ray After School program provides after school care with many components: tutoring, gymnastics, arts and crafts, cooperative games, science and math - AIMS, and writing and communication. The Family Life Center provides guidance, counseling, family groups, parent workshops and alternative programs. The PAL (Police Athletic League Center) provides role-modeling, direction, sports and recreation and Project Escape (computer education). PAL Center, also, offers GED

2. What percentage of your student body is involved in the (over) various activities? Discuss.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The school has a unique component called Project Success. Project Success involves activities for 20 students after school. (They do have an additional extended day program for 60 students that is separate from Project Success.) Project Success students participate in a well-rounded esteem building curriculum. These students are high risk studen that have been enrolled with parent permission.

The PAL Center serves approximately 300 Mollie Ray students in numerous activities after school and on weekends.

The Family Living Center provides services for numerous students and their parents through counseling and alternative programs.

The entire student body is involved in the school based component.

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The principal and the teachers have made over 130 home visits in which numerous visits have been drug or drug-related problems. Prevention, awareness and often intervention have been discussed on a personal basis.

Good P.T.A. meetings, newsletters and parenting workshops provided by the school and the district are available. The Family Education Center provides parenting workshops and counseling. All of these services are available for parents and students of the Mollie Ray School district.

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Parents support the program to the best of their ability. Many parents are single parents with the responsibility of taking care of the children in the evenings. Many have evening jobs that do not allow them to attend additional meetings.

There are numerous support groups and opportunities for family counseling through the Family Education Center and the contact with the Metropolitan Alcoholism Council of Orlando counselor (MACO).

Parents are involved in supporting their children's participation in the after school and weekend activities of PAL Center and Project Success.

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The principal stated that participation varies at different times of the school year but most parents are involved at some point. The principal stated that 130 home visits were made by teacher/principal in the last calendar year. The principal stated that he would not let his teachers go alone in some areas of the Mollie Ray school district due to the high crime rate primarily due to drug-related incidents.

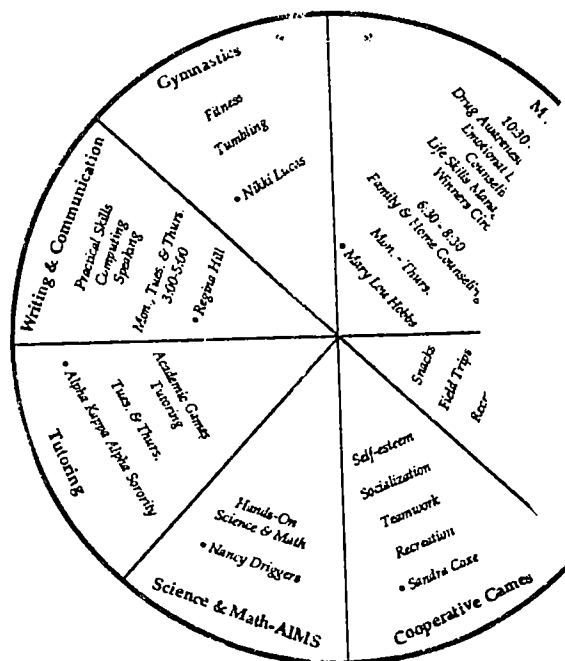
The on-site visitor saw approximately 20 parents at the school during the day assisting at school or visiting Project Success. Project Success has a parents day to encourage parents to visit the program.

Project Success received funding from the Orlando Mayor's Commission on Youth which provided a counselor to support community at-risk families. The counselor provides an extra outreach into the community to provide support and enlist parent involvement.

The Family Education Center serves as another outreach model by providing family counseling/support and alternatives to suspension or expulsions for drug-related offenses.

Mollie Ray Elementary School

Project Success



G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Good The community component of Project Success provides support of the school-based activities by creating a protective umbrella over the at-risk community networked by the **Community Task Force**.

1. Law enforcement agencies contribute a school liaison officer, D.A.R. a neighborhood sub-station, increased investigations and enforcement, General Education Diploma (GED) and Job Fair programs.
2. The Mayor's office supports through Job Training, Private Industry Council and the Children's Commission on Youth by providing an additional outreach counselor after school hours and on weekends.
3. The Police Athletic League (PAL) is involved by providing recreation tutoring and counseling after school and on weekends.
4. Health and Rehabilitative Services (HRS) is involved through crisis support and intervention programs. (Over)

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

-Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

-Details/Documentation:

Good The Orlando Police Department provided extensive support by providing a sub-station in the midst of the highest crime area. Numerous small children live in these housing projects. They also provide General Education Diploma (GED) classes, Project Escape (computer education) and Job Fair programs to improve the quality of life for the community of Mollie Ray Elementary.

The PAL (Police Athletic League) Center is an extremely popular place for the young people. Police officers donate their team to coach sport teams for the students.

The former Orange County Sheriff was one of the original Task force members and provided the first paid school-liason officer in the school. He continues as a Task Force member in his current position as State Attorney by providing legal direction. There are five law enforcement officers on the Community Task Force.

Both agencies coordinate increased investigations and enforcement in our community. They, also, assist in evaluating program effectiveness by monitoring area statistics involving illegal substances and provide feedback for program modification and improvement.

There is an D.A.R.E. officer teaching fifth graders the seventeen week program.

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation

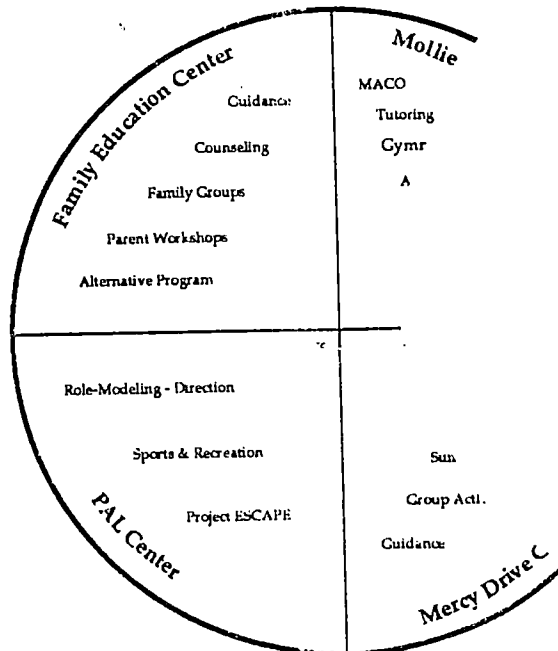
Good

Project Success is the cooperative links between school activities and the Community Task Force. In 1987, it was started with eight members has expanded to over 25 members who can provide services to support the program. The Task Force meets periodically to discuss, evaluate and coordinate strategies to improve the services that they provide. It is through the kinked efforts of Project Success that a positive difference is being made in the Mollie Ray school district.

Current meetings are focused on program improvement and providing support for replication of the model in other communities with similar concerns. The objective of Project Success is to provide support for youth to live drug-free lives in the best possible environment in rder that children can reach their potential.

Mollie Ray Elementary

Project S.



Team I

U.S. DEPARTMENT OF EDUCATION
1989-90 DRUG-FREE SCHOOL RECOGNITION PROGRAM
SITE VISITOR'S REPORT

School Name North Providence High School Code 3DFRIH1
City North Providence State RI
Site Visitor Beverly Barron Beverly Barron
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

North Providence High School is a public school serving what developed as a suburb of Providence and escapes many of the trials facing inner-city districts. It has a predominately white enrollment, but the population is of almost entirely Italian and Armenian heritage. Most families represented have grown up and remained in the area. North Providence is supported by the costume jewelry industry as a primary source of income. [Many of the faculty members have themselves been educated in the school system and through colleges and universities in the immediate vicinity - Brown University, Providence College, and other area institutions.] North Providence has thirty thousand residents in a 5 square mile area which does include some lower socioeconomic neighborhoods. There is a great spirit of community pride and academics and sports are alike emphasized by the parents. ~~[The school is an aging building dating back to the late 1930s and is currently undergoing some renovation. A new indoor swimming pool and public library is a great source of pride connected to the high school and available to all citizens.]~~ The campus is closed and only students on work passes are allowed to leave during the school day which ends at 2:30 p.m. A variety of sports are offered as well as tutorial classes for students needing special assistance. [The area is "land-locked" and parks are especially valued.] North Providence High ~~is struggling to~~ *has* overcome the reputation of being a "druggie" school, a reputation developed in the late 1960s. There ~~appears to be~~ an exceptional working arrangement between the Police Department, Mayor's Office, school, and parents, with a highly developed School Team Approach stemming from training from the Department of Education.

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

A declining enrollment to area parochial schools, surveys, and general recognition of alcohol and other drug use inspired community action, led by the Headmaster Lou Lanni and the town Mayor, Salvatore Mancini. Several persons were trained at a meeting of the School Team Approach in Las Vegas, followed by subsequent trainings on Long Island and Andover, Massachusetts. A large percentage of faculty, parents, and students are participating in ongoing trainings.

2. Was there a formal or informal assessment of the problem?

If so, describe the assessment and how the results were used.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The State of Rhode Island does formal assessments. Figures of use are comparable to the national averages as revealed in NIDA surveys. In addition, the North Providence Substance Abuse Task Force headed by the Police Department and the Mayor's Office run another independent survey. Results of the Rhode Island survey were made available to the Site Visitors. Alcohol is seen as the primary problem, although marijuana and cocaine are evidenced. There is no apparent problem with inhalants or laboratory-manufactured drugs. There is some evidence of ritualistic involvement, but nothing specific has surfaced. The school has made survey results widely available to the general public. No attempt has been made to hide the problem.

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The press was given survey results. Faculty and students were given information on survey contents. 86% of the student body has participated in the state-administered survey, grades 9-12. Very adequate information on student use levels is readily available. The approach being emphasized is on wellness and student drug-free action plans and activities.

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

All school-sponsored events are carefully monitored. A school resource officer and a student assistance services counsellor share office space on campus. Surveys indicate a steady decline, as does observable behaviors. The number of students seeking information has increased. Currently, there is only one student returning from treatment. Treatment facilities are readily accessible. The student assistance services counsellor is trained in assessing and she works for an outpatient facility as well as for the school. No formal counselling is done on campus. The two groups being run on campus are an awareness group which serves students desiring information about self and others and a COA group.

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Health Department data, school records, logs, and evaluations are maintained. Truancy is monitored very closely with a link-up that notifies parents immediately. There is a less than 1% dropout rate. The school makes no attempt to provide drug rehab counselling other than through assessments and referrals provided by Georgette Brule', hired to address this concern on a part-time basis.

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy, including procedures for implementing and consequences for violations.. How often is it reviewed?

- Information presented in the nomination form is

 Accurate
 Overstated
 X Understated

- Details/Documentation:

The applications stated "policy that is being developed".....however, our investigation indicated policy to have been in effect for some time. Perhaps, this wording related to some update or recent inclusion. There was wide participation from staff, parents, students, and local police in policy development. The first offense for alcohol and other drug use provides for 7-day suspension or parent/student referral to counselling. Suspension includes police notification, but referral to counselling does not. Second offense is automatic police notification, referral to intervention or other appropriate resources, and the possibility of 10-day suspension. The 3rd offense is automatic expulsion. Sale and distribution is handled with police notification and dealt with accordingly. There is a school resource officer on campus with regularly posted hours. Currently, North Providence is meeting in union negotiations to fulfill the directive of being the first totally smoke-free campus in Rhode Island. Faculty smoking is discouraged at this time, but all smoking or other tobacco use will cease in September if union negotiations proceed as indicated.

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

A Behavior Management and Discipline Committee was appointed in May, 1989. In-service of faculty and staff followed distribution of the new document. District level administrators are given the responsibility of monitoring compliance. Students have been so advised and homeroom training is offered in the specifics of the policy. Policies are posted in prominent locations. In addition, a Super Team of faculty members on campus who are active in all aspects of the prevention program are closely involved. Further, there is a part-time student assistance counsellor and school resource officer who share office space on campus.

3. What input did the following have in formulating the policy, procedures and consequences?

- o staff
- o parents
- o students
- o community
- o others (specify)

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The policy was developed by students, Parent Advisory Council members, teacher union representatives, administrators, a treatment professional, and representatives of the School Committee, the name given the school board in North Providence. Interviews with each of these groups validated the participation.

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The policy was reviewed by a subcommittee of the Behavior Management and Discipline Committee. Local law enforcement also reviewed the policy for legal accuracy. Further, officials of the State Department of Education were consulted.

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Policy is reviewed in September of each year with the building supervisory staff and faculty. Orientation for staff and students in the fall of each year provides for policy review. The student assistance counsellor is available to discuss particulars of the policy with parents, and further to recommend counselling in the event that any rule is broken. Interviews with staff, parents, and students indicated that there is broad understanding of the policy. A Student Handbook provides written notification of the policy.

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Subsequent to the May, 1989 update and adoption of current policy, a townhall meeting was held to allow parents to field questions. The policy was summarized in the local newspaper following the public hearing. Policy was outlined by the School Committee (Board). Policy is displayed in prominent locations in the building and also in the Student Handbook.

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Georgette Brule, student assistance counsellor, has regularly posted office hours in the building. She works also for the Family Assistance Center, an outpatient treatment facility. She clarified that specific counselling is not done on campus, but two groups are run to deal with drug awareness education and for children of alcoholics. Assessment and referral is done on a cooperative basis with the school and the Family Assistance Center. If in-patient care is indicated, she makes the appropriate referral. Numerous students each week come to her for information and informal discussion. Currently, there is only one recovering student on campus. Support is provided through the treatment facility where the student went for rehabilitation and through the Family Assistance Center. The school personnel is quite direct about not being in the business of formal counselling for chemical dependency, but rather, operating in an intervention mode, providing for drug-free educational environs.

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Georgette Brule', formally trained in chemical dependency, is on campus on a part-time basis. She works with students in intervention and refers for assessment. Currently, there is only one student classified as recovering following treatment. The Headmaster confers with Georgette regularly, and students needs can be met in a timely fashion. However, there appears not to be a serious problem with dependency. There is less than a 1% dropout rate, and none interviewed indicated that there have been many students in need of formal in-patient nor out-patient treatment. However, resources do exist for rehabilitation.

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Police are hired or volunteer to participate in all functions. However, again, there appears to be little problem with students trying to bring alcohol and other drugs into school functions. Also, the vast majority of students do participate in the numerous school-based drug-free activities that are offered. Student interviews revealed that there is almost no problem with private parties on weekends where alcohol is present. Apparently, in years past there were such social functions, but they appear to have virtually disappeared. Students present themselves as leading drug-free lives. Even though the ethnic base of the student body might indicate a propensity for alcohol as an approved substance for minors, we did not find this to be the case. Also, there is no evidence of the alcohol industry working its way into the student activities with donations, tee shirts, or the like. The entire alcohol emphasis is low key to non-existent. Alcohol simply appears not to be a consideration as it is in some areas of the country. Alcohol isn't ignored or overlooked, but doesn't seem to be much of an issue as it is in some geographic regions. Healthy, wholesome student activities are much in evidence. The students are very comfortable socially with each other. This may have to do with the fact that families stay in the region and all know one another and are related to one another. There is a very strong emphasis on family support. Some parents participate in school functions who do not even have students in the system.

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

There is no junior high/middle school in North Providence. Elementary school is grades K-8, and high school is 9-12. Freshmen, juniors, and seniors each receive 1/4 year of drug education. Sophomores receive one semester. Infusion is in place, but the majority of the emphasis is through health, science, and physical education. Textbooks are current. Steroids are heavily emphasized. Outside experts are contracted with to offer classroom teaching sessions on a regular basis. All co-curricular activities have a strict no-use policy which students sign each semester. Additionally, the student assistance counsellor runs groups for drug awareness, and the School Team Approach training frequently updated with faculty, parents, students, and community leaders alike, reemphasizes the harmful effects of drug use.

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation

In addition to the emphasis in health, physical education, and social studies, drug use is addressed by assigned theme topics, through vocational education, drivers' ed, and other disciplines. Mary Christian, a veteran teacher of chemistry and a winner of the Presidential Award in 1984 as an outstanding teacher, routinely addresses the subject by working it into lectures in her chemistry lab. Also, a number of resource persons are brought in to provide classroom sessions each year. The police department works with prevention and has a Public Safety Commissioner who is a regular on campus. It appears very difficult for any student not to be brought into consistent contact with drug education.

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

We met with the administrative director of special education at the district level. We visited with students with special needs, and were highly impressed with the way in which those with physical handicaps and learning disabilities are mainstreamed into the student activities. It was refreshing to see students with clearly visible handicaps being treated by other students no differently from other more fortunate students. There is a clearly visible sense of compassion for all students by faculty and students alike. Students are embraced and made to feel a part. Everyone seems to have a place and a job to do. This type of interpersonal support, coupled with direct education in the field of drug awareness provides for a thorough approach. There is a feeling of communication and openness that may stem from the personality of the Headmaster and the approach taken by the members of the Super Team. The atmosphere is not overly "touchy-feely", but embracing and supportive. Again, ethnic and cultural background may be causative. It is important to note again, that many of the members of the student body are related to each other and their families have known each other for two or three generations.

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> X </u>	Understated

- Details/Documentation:

The cornerstone of the program is the frequent and continuing training being provided by students, faculty, and community alike. Even the Mayor, Salvatore Mancini, and the Police Chief have participated in the School Team Approach training on numerous occasions. One notable businessman told us that the training was the single most valuable training he as a parent and businessman has ever had. Again and again, parents emphasized the value of the trainings their children have received, and they themselves have enjoyed. Residential retreats on the school property with food being supplied and served by the parents and business community are ongoing. During these sessions, great emphasis is placed on resisting peer pressure, building self confidence, and developing action plans. A student talent show which we attended was a clear demonstration of the sense of self confidence evidenced by many of the students. Many young people might feel self-conscious performing before their peers. Indeed, student talent shows are almost something of the past. However, these students, of all levels of talent, perform willingly and frequently. Students report that there is a new feeling in the school in recent years. The blend of students is unique, with no junior high. It is almost as if the older students have remained younger in their behavior rather than the younger students maturing at an accelerated rate, which might be expected. We certainly felt that the entire student body exhibits a great degree of self-confidence and resistance to negative peer pressure, while at the same time responding very well to positive peer pressure.

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Athwell, Inc., a non-profit drug/alcohol abuse prevention consulting agency has provided direct education on steroids. There is a great emphasis on sports, particularly wrestling, and steroid use is closely monitored. The entire faculty has been in-serviced in this area. Students sign non-use of any substance contracts. This is an area of particular strength within the drug awareness trainings offered. Athletes take great pride in being undefeated and being drug-free. Drug-free former college athletes do classroom sessions and are a part of the Super Team trainings. With Brown University and Providence College both in the area, the school has many resources available. A newly built natatorium is adjacent to the high school and open to the public. Posters are evident throughout the facility that promote drug-free sporting. The facility houses an olympic swimming pool, weight room, aerobics, and other opportunities for participation. Wellness is emphasized throughout the community. Participation in physical fitness appears to be a family involvement.

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The Police Department has a school resource officer on the premises. An interview with Frank Bursi, Safety Commissioner, revealed that police officers have been doing prevention presentations routinely in the schools for years. Police officers, including the Chief, are members of the Super Team and also of the North Providence Substance Abuse Prevention Task Force. The Department has dedicated \$37,000 to ongoing trainings for faculty, students, and community representatives. Mr. Bursi said it was not at all unusual for officers to visit the schools, and talk to students in an informal manner several times a year. Additionally, the school resource officer does student lectures in the classroom. Student interviews validate that alcohol is not a problem and that the vast majority of students do not ever use. One student was brought into the Headmaster's office recently when a bottle of beer was found unopened in a student locker. The student avowed innocence, but the evidence was compelling. Just as disciplinary measures were about to be undertaken, the chief custodian came forth with suspicions that one of the night maintenance men might have hidden the bottle of beer. This proved to be the case, and the janitor was fired. This is a clear comment on the degree of seriousness accorded alcohol infractions.

7. Is this curriculum part of a state or local mandated program-of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The Rhode Island Board of Regents in 1987 mandated a K-12 drug education curriculum. The State Department of Education met with representatives of LEAs to develop the materials. Textbooks have been updated. Drug education is interdisciplinary and infused. Additionally, a curriculum review committee at North Providence High evaluates all curriculum on a regular basis. New materials are adopted as appropriate at the local level. Materials I saw are of a prevention, non-use nature.

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Drug education is taught in grades K-8 which comprise the elementary level in North Providence. This is done sequentially through the grades. In the high school, grades 9-12, Freshmen, Juniors and Seniors each receive 1/2 semester of drug education. Sophomores each receive a full semester of drug education. Further, the elementary level in North Providence has a School Team in each school. There is a coordinated, district-level approach to drug education. Outside resources, such as the police crime prevention unit, support classroom teaching with additional presentations. There is no specifically named, purchased/package curriculum, but rather curriculum developed at the state and local level.

9. What does your school do to promote appropriate non-drug-using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is

☒	Accurate
☐	Overstated
☐	Understated

- Details/Documentation:

The Super Team, originated after trainings in the School Team Approach, is made up of teachers, staff, parents, and business leaders who work directly with the students in the student Super Team counterpart organization. These adults participate in "lock-in" trainings with the students, sponsor drug-free activities, host food service, and do many, many things in support of student efforts in the school. Many of the Super Team teachers are young and appropriate role models. An action plan developed by the combined efforts of adults and students recognize outstanding efforts each month by focussing on the "Student of the Month" and the "Teacher of the Month". There is broad communication between the members of the adult and youth populations, and a very strong spirit of support for the efforts of the student groups. We attended a talent show, the fifth of six in arriving at the annual winning student talent acts, and hundreds of parents and teachers attended. This is, apparently, not an unusual show of support. Of particular interest, is the interworking between elementary parents and teachers with the high school efforts. Many parents support high school efforts in anticipation of their younger children attending North Providence High in the future.

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is

☒	Accurate
☐	Overstated
☐	Understated

All materials are reviewed every two years by the curriculum team. The textbooks we viewed, as well as other teaching materials, display a recent copyright. No single purchased curriculum is used, which forestalls many of the problems associated with curriculums that have a "responsible use" message. Individual attention is focussed on pamphlets and other teaching materials. Time and time again, we were told that the focus is on prevention, not on rehabilitation, even though adequate intervention strategies are in place through the counselling office. I did not see evidence of troublesome teaching materials that center on mixed messages and responsible use.

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

<u> x </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

More than one survey instrument is in use. The State of Rhode Island, through the Board of Regents, provides for annual use prevalence questionnaires. The North Providence Substance Abuse Task Force provides for yet another survey which helps in balancing statistical data. In addition, assessments of a clinical nature are done with cooperation from the Family Services facility through the office of the Student Assistance Services Counsellor. Records are maintained and individual student needs are reviewed. At the present time, there is only one student in the school who has been in an in-patient treatment facility. The dropout rate is less than 1% which points to a very low level of student impairment. Aside from formal surveys, team trainings are consistently offered and updated. Verbal testimony of the differences in student attitudes and observable behaviors from years past support the widespread belief on the part of parents and staff that the process is working. Overall, there is a clearly discernable attitude of zero tolerance. A new program, Businesses Against Drugs, will provide for unilateral volunteer urine screening on campus by St. Joseph's Hospital for all students in the Super Team and any others who wish to join. A 10% student discount will be offered by all local businesses to students who carry a drug-free identification card. Student acceptance of this concept is optimum. Several parents we interviewed stated that the Super Team approach is the best thing that has ever happened to their children and families.

D. STAFF DEVELOPMENT(10 points)**1. What specific training do administrators, teachers, and support staff receive?**

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Staff participation in in-service is mandated. Annual retreats are offered which students and families attend during summer and mid-winter vacation time. Several families told of postponing family vacations in order that their students and themselves might attend the sessions. The specific retreat format is called "residential training" and takes place in a "lock-in" setting with local businesses providing food service. Adults and students alike participate in separate tracks. This is a further indication of the extent to which North Providence has taken the School Team Approach. The Headmaster's Team has seven additional trainings scheduled for the 1989-90 school year, three of which have already occurred this year. This training is different from the afore-mentioned residential trainings in that specifics are offered for fulfilling action plan development. Action plans might range from maintenance work on the building to planning social events. Numerous action plans were described to us which provide the additional benefit of keeping students very busy in drug-free activities, while at the same time, providing direct school/community services. The training being offered at North Providence is of a different nature than most in-service trainings that I have known of in other school districts around the country. It is very "hands-on" and action-oriented, focussing less on drug information specifically, and more on the positives of a drug-free lifestyle.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Students are in-serviced, as well as teachers and staff. The Headmaster's Super Team plays a big role in providing the training. Twenty-nine faculty members and three administrators have had specific School Team Approach trainings in offerings outside the Providence area. Seven Headmaster trainings are on the calendar in this school year in addition to residential trainings described above. The dates are: 9/27, 10/25, 11/29, 1/24, 3/28, 4/25, and 5/23. Emphasis is on promotion of self esteem, drug-free activities, working together in a team effort, and being positive role models.

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is

 x Accurate
 Overstated
 Understated

- Details/Documentation:

Residential trainings which are provided during summer vacation and mid-winter break are optional, but widely attended. The Headmaster's Team trainings/in-service are mandated.

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is

 x Accurate
 Overstated
 Understated

- Details/Documentation:

Prevention is approached at North Providence through the belief that students with good self image, who are performing up to expectation, and who are supported by the adult community are strengthened against alcohol and other drug use. This is not to suggest that direct drug education is sidestepped. In fact, there is an unusual amount of classroom time dedicated to specific drug education 9-12. What is being offered in North Providence goes beyond to build life skills through participation in meaningful, drug-free activities for the students. Parents commented that drug prevention aside, these trainings are being shown to prepare students to be better citizens, more capable decision makers, and to enhance leadership potential. Non-use is a pervasive theme, but the status of prevention at North Providence appears to have moved a step beyond to the point where additional activities support the basic classroom instruction. Methods adults gained in their trainings are being utilized in student trainings and include community meetings, student to adult presentations, "fish bowl" techniques, interpersonal relations, and team building skills.

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Not only is such training emphasized for faculty and staff, but for the business leaders, medical community, law enforcement, and parents alike. One instance that was impressive to me is the situation in which twin brothers lead student efforts. One of the twins is severely afflicted with cerebral palsy. He is number two in his class academically and is said to contribute even more directly to student activities than his twin brother who is not handicapped. This boy attends dances, trains other students in the Super Team Approach, and in general, is completely accepted by the other students. The Student Assistance Services counsellor, Georgette Brule, works directly with at-risk students by running two groups in addition to classroom instruction that every student receives as a part of the regular curriculum, and in addition to Super Team trainings. The two groups are 1) drug education/information, and 2) children of alcoholics.

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Super Team also functions as a core team to discuss student behaviors and be alerted for instances to be referred to the Student Assistance Services counsellor. At regularly mandated in-service, specific training in Chemical Dependency is offered to all teachers. This is a mandate from the school board. (Education Committee). As previously mentioned, children of alcoholics have group sessions conducted by Georgette Brule.

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug usage?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Curriculum is reviewed every two years. Textbooks in use are very recent. Additional materials are added during the intervening two-year review period. Staff trainings are provided very frequently.

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

A professional is on staff, Georgette Brule', to work with faculty and review individual cases. She does student interviews and refers to professional, outside, counsellors where appropriate. The school is adamant about not trying to handle cases which suggest the need for professional involvement. There is nothing in place at North Providence to suggest a remedial or therapeutic approach. The approach is to provide for a drug-free school day. The Super Team and Headmaster work so closely with the students that symptomatic behaviors would be quickly recognized and dealt with. Again, it is important to point out the unusual make-up of the student body. Many of the teachers are graduates of the school. Most of the parents have grown up in the community, and a great many are related to each other. North Providence is a unique setting in which families look out for other families, most being very well acquainted, and many having known parents and grandparents for many years.

9. Who is responsible for handling substance abuse referral?
Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

While all members of the Headmaster's Team are alert, specific duties with respect to referral fall to the hired professional on campus, Georgette Brule'. She is a licensed professional with a Master's Degree in Chemical Dependency. She also works for the Family Services Center, an outpatient treatment facility. Resident facilities are also available in the area.

10. How are teachers made aware of available referral
resources and how to use them?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

Again, this is handled through the Student Assistance Services Counsellor's office and the School Resource Officer. Specific information on area resources is available through pamphlets provided by the Headmaster.

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- o educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- o support (i.e. aftercare, peer listening, Big Brother or Big Sister Programs, drug-free clubs, self-help groups, etc.)
- o social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- o sports (i.e. competitive, intramural)

- Information presented in the nomination form is :

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation:

Educational, support, social, and sports are all intertwined at North Providence High. There is scarcely an afternoon or evening in which something is not on the calendar. The following are highlights of this school year:

- * forming a Power Parent Support Group.
- * Red Ribbon Campaign
- * student-faculty talent shows (6)
- * student dances on a weekly basis during most months of the year
- * post-prom and post graduation activities
- * 50th anniversary ceremonies
- * residential trainings for adults and students
- * Super Team events

(See back of page.)

2. What percentage of your student body is involved in the various activities? Discuss.

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> y </u>	Understated

- Details/Documentation:

Virtually all students participate. Conservative estimates are 90%. The students readily attend all school-based and community-offered functions. The Super Team activities make up the students' social lives. Mary Christian, chemistry teacher, said the attitude is "out of the past"...Mary stated, "It has brought back the school as the focus of activity. It is the cross-section American high school." This has not always been the case. In years past, the school had the reputation of being very "tough". A change has occurred here in the last few years that is dramatic.

E. (Continued)

- * DAD's Day - Dollars Against Drugs (\$8800 was raised in a door-to-door campaign by the students.)
- * Student and Teacher of the Month Programs
- * Birthday Recognition Program (Student-designed birthday cards are professionally printed and sent to each student and adult on his/her birthday.)
- * An Evening with Santa (A student plays Santa.)
- * Halloween Hayride
- * aluminum can recycling to raise money for residential retreats
- * Teacher Appreciation Carnation Day
- * Peer Leadership Trainings
- * Valentine "love box"
- * publish a monthly newsletter

(This listing is not a complete reflection of student activities. There are too many to record adequately the degree of student involvement.)

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

<u> </u>	Accurate
<u> </u>	Overstated
<u> X </u>	Understated

- Details/Documentation:

The parent involvement in the prevention effort at North Providence is outstanding. Parents not only support student activities, but themselves participate in trainings throughout the year. Numerous parents have been trained in the School Team Approach, and one mother who doesn't even have children in the school is an active volunteer. Parents attend student activities on campus and interact with the teams in the elementary schools. A parent awareness night specifically targeting drug recognition was attended by over 700. The police department initiated a Substance Abuse Task Force that parents serve on as well. Panels are convened to provide specific information to parents, both in chemical dependency and in general crime prevention. The Task Force has purchased kits that display the drugs of abuse that are available to both parents and staff members. A unique bill in Rhode Island provides for money to come back to the local community from traffic tickets on state and city highways and streets, and is available in grant form to support prevention. This funding is used solely for prevention initiatives, rather than for treatment. Money is readily available for parent training and student activities. The Mayor, Salvatore Mancini, is the prime mover behind prevention and has a separate Mayor's Task Force.

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

We interviewed the owner of a local sporting goods business and the franchise owner for the two McDonald's fast food restaurants. Both men validated the support of the business community from a parent and business standpoint. Food is provided for all the residential trainings and parents remain over the weekend to serve meals. The Headmaster's office was stacked floor to ceiling with food donated for the upcoming student training during mid-winter vacation. Also, parents chaperone the numerous social events, and many interact with the students in a social manner as well as acting as sponsors. The annual Christmas party is attended by people of all ages, even though it targets the student population. 54 parents have had direct training in the School Team Approach. The owner of the sporting goods business said the training has been of use to him in his personal and business life, in addition to aiding him in being a good parent. Parents are much in evidence. The City Council is predominately made up of parents of school-aged children as is the school Education Committee (school board). Parents appear to follow the prevention program from elementary through high school. There is not the lack of senior high school parent participation evident in some schools. There remains an active PTA/PTO even at the high school level. Parents are very welcome on campus and meet routinely with the Super Team and the Headmaster's Team.

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation:

From the Mayor's Office, through the Police Department, City Council, and other city agencies, adults form the support for Headmaster Lou Lanni's program. The program is very broadbased and not dependent on any single person. The administration firmly supports the prevention effort, and we met with the Education Committee and the high level administration. The prevention program is a "package deal" with all components in the community in support of the schools. Many parents are not formally educated themselves, and a very high premium is placed on education and advancement. We were able to get the sense that parents of children of all ages are closely involved. There is much networking between the three or four task forces that target prevention. Elected officials participate in the trainings directly, even when the trainings are out of state. The Chairman of the Education Committee was in the hospital with a serious heart attack, and even from Intensive Care, sent word of welcome to our visiting team. The Mayor attended virtually every meeting and function during our visit. Talent shows draw hundreds of parent supporters, as do all the athletic events. Parents are directly involved in and contributing to the prevention effort at North Providence High.

G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation:

Involvement extends beyond the immediate community to state leadership, partially because of the size of Rhode Island. A State Senator sent a Senate Citation to North Providence congratulating the school for receiving a site visit from the U. S. Department of Education. The single state newspaper, the only daily, carried coverage of the visit. A door-to-door campaign raised \$8800 in support of student prevention efforts. The Police Department has placed a very high priority on prevention and has both crime prevention officers and school resource officers. The Chief of Police is a regular at adult trainings, as is the Mayor. The Fire Department and Police Department provide sponsors and meal-servers for student residential trainings. Not only is the program well-supported with funds and in-kind donations, but with manpower. Neighboring Providence has a major crime and inner city problem. North Providence is a suburban neighborhood of about 30,000 that works to maintain a wholesome, drug-free environment. The broader community is dedicated to drug prevention.

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

-Information presented in the nomination form is

<u> X </u>	Accurate
_____	Overstated
_____	Understated

-Details/Documentation:

We met with Public Safety Commissioner, Frank Bursi. The Police Chief was scheduled to meet with the site visitors, but had a death in the family. The Police Department has been addressing drug prevention and crime prevention for many years. When questioned about police involvement in the schools, Mr. Bursi said it was not at all unusual for officers to walk up and down the halls, visiting students in an informal exchange. The police are very welcome in the schools and are always called when drug use presents a concern. Under an act designed to provide funding for prevention, the Department contributes heavily to prevention activities, and provides on-site manpower to carry out student initiatives. Police are present at all school-sponsored activities, but report few to no concerning incidents. A School Resource Officer is available to all campuses. The Police Department carries out the responsibilities and calls meetings of the North Providence Substance Abuse Task Force, and also sits on the other task forces as ad hoc members. The Mayor is the only mayor North Providence has ever had, having been in office for 17 years. Prevention has been one of his initiatives and it is a very mature, well-designed program. There are no gangs in North Providence, and only very sketchy evidence of any ritual involvement. Some graffiti was painted on one wall of one building in North Providence, but police report no known activity. This is in sharp contrast to heavy gang involvement in Providence per se. Executive meetings of the Headmaster's Team routinely include the Mayor, members of the Town Council and School Committee, teachers, police, fire department, and unions, as well as parent representatives. These people are getting together on a regular basis and directing prevention activities in a highly organized approach. (over)

The business community has recently teamed up to develop Businesses Against Drugs to provide a 10% discount to all students carrying identification that certifies that voluntary drug screening has found them to be drug-free. St. Joseph's Hospital will do the screening on school property as a community service. Participating businesses will display posters in the window claiming membership in Businesses Against Drugs.

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> x </u>	Understated

- Details/Documentation

The interagency involvement is so thorough as to be almost an overlap of services. The Town Council has members who are school administrators. School board members are also members of the parent group. Police officers are parent sponsors and on the Mayor's Task Force. All have worked together to build the new natatorium and library that is adjacent to the school. The Mayor dedicates the space for the Family Services Center....and on and on. In this town of 30,000 it would be difficult to think of any more ways in which the community could promote interagency cooperation and resource-sharing than what is evidenced here. All this effort serves a community that is very permanent and stable. Most citizens have had families in the area for several generations. The Headmaster, Lou Lanni, went all the way through the school system in North Providence, graduating from North Providence High and Providence College. Several faculty members have done likewise. This does a great deal to develop a strong sense of community pride. There are some new families moving in, and we met with one Hawaiian businessman who reiterates the sense of unity in the town. There is a slowly developing Hispanic population, and some Columbian families have recently taken residence. The old-time residents have immediately embraced the new residents and made them a part of the program. There is evidently no other effort currently underway in New England with the same community base of participation according to our hosts. There is an "all for one, one for all" community spirit here, or so it seemed to our visiting team.

U.S. DEPARTMENT OF EDUCATION

1989-90 DRUG-FREE SCHOOL RECOGNITION PROGRAM

SITE VISITOR'S REPORT

School Name North Providence High School Code 3DFRIH1
City North Providence State RI
Site Visitor Mr. Don L. Grubbs *Don Grubbs*
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement; observations; or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

CONTENT STATEMENT

Provide a description of the nominated school and the community it serves and a summary of the drug-free school program as the site visitor sees it.

North Providence High School has a student enrollment of 901 students. It is a comprehensive public high school with grades 9-12. The school is serviced by four administrators, eighty-four teachers, four guidance counselors, school nurse, four secretaries, ten janitors and three maintenance men. The racial/ethnic composition of the school is 94% white with the largest minority group being Hispanic. Percentage of students from low-income families in the nominated school is 1%. This is determined by the number of students eligible for reduced or free lunch program.

The drug free school program is the result of a grant received from the federal government in 1987. A team of teachers underwent a week long residency training in the "School Team" approach to drug and alcohol abuse prevention. This team developed action plans of developing programs for diversified students, faculty and community activities which would develop a town-wide cooperative effort to prevent drug and alcohol abuse not only in school, but throughout the community as well.

INDICATORS OF SUCCESS

A. RECOGNIZING AND ASSESSING THE PROBLEM (10 points)

1. What prompted your school to implement this drug program?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

It was obvious in talking to the community leaders and school parents that North Providence High School consisted largely of students from high socio-economic standards. it was felt that because of their economic condition at the high school a climate for abuse had been created.

2. Was there a formal or informal assessment of the problem?
 If so, describe the assessment and how the results were used.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

A formal assessment was done by the Rhode Island Department of Health. I was able to observe the results of the survey in the Principal's office and found the application to be accurate.

3. How were the staff, students and school community informed of the school's assessment of the drug problem?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

In interviews we found that staff members were informed of the results of the survey through in-service and faculty meetings. Students and teachers discussed the results in health classes and the school community learned of the assessment at a public School Committee meeting. Copies of the assessment were then given to the press.

4. Identify and describe the process used to monitor "no use," use, possession, and distribution of drugs in the school. Discuss the significance of any increase or decrease in the number of students seeking assistance.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The survey results show that there has been a steady decline in substance abuse at North Providence High School. We also came to the same conclusion in our interviews with the staff and student leaders. We also found that there had been an increase in the number of student seeking assistance as the result of hiring a student assistance counselor.

5. What type of records are kept for use in evaluating and improving prevention efforts?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

We found Health Department Questionnaire Data, school health records, staff logs, workshop evaluations, interviews, and transcripts of public meetings are all maintained and evaluated. Annual records are kept regarding student behaviour, training sessions, and all project activities.

B. SETTING, IMPLEMENTING AND ENFORCING POLICY (20 points)

1. Describe your school's alcohol, tobacco and other drug policy, including procedures for implementing and consequences for violations. How often is it reviewed?

- Information presented in the nomination form is

<u> x </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The Drug and Alcohol policy that is being developed at North Providence High is a comprehensive program that contains disciplinary, intervention, prevention, and after-case components. Procedures for implementation and consequences for violations are clearly stated in the Discipline and Behavior Management System Manual. The information is also found in the Student Handbook that is reviewed and distributed on an annual basis. we were given copies of the policy and was able to confirm the information in interviews with students and staff.

2. Describe methods used to ensure that penalties are uniformly and fairly applied.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Behavior Management and Discipline code was adopted by the School Committee at its May, 1989 public meeting. Administrators, Staff members, and students were advised of the code. District level administrators have been given the responsibility of monitoring compliance.

3. What input did the following have in formulating the policy, procedures and consequences?

- o staff
- o parents
- o students
- o community
- o others (specify)

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Committee that formulated the School Department Drug Policy procedures and consequences was comprised of students, class officers, Parent Advisory Council members, teacher union representatives, a chemical dependency professional, administrators, and School Committee representatives. This information was documented by interviews with students, staff members, business community, and parent representatives.

4. What methods did you use to ensure that policy, procedures and consequences are in compliance with applicable Federal, State and local law?

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Policies, procedures and consequences were developed in close cooperation with law enforcement officials. this was determined and verified by our interview with law enforcement authorities in North Providence.

5. What are the administrative guidelines to ensure all components of the school system, including students and parents, clearly understand their roles and responsibilities under this policy? Show how this is communicated annually.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

The Superintendent of Schools has directed building level administrators to review the drug policy with all members of the educational community on an annual basis. This is done in September of each year.

6. Describe steps taken to publicize school policy and procedures to the community at large.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

The policy was discussed at a public hearing. Dialogue with the audience was encouraged and everyone was allowed to speak. We were able to document this in interviews with parents.

7. What process is in place through which students may seek assistance from the school concerning alcohol, tobacco and other drug issues without prejudice?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

Students may request assistance from the North Providence School Department by referring themselves or others to the student assistance counselor. Referrals are kept in strict confidence between the student and the counselor. This was documented in our interview with the assistance counselor.

8. What procedures are in place to assist students who are reentering school from suspension, expulsion, or rehabilitation?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Students who re-enter school from suspension, expulsion or rehabilitation are placed into their schedules in consultation with their student assistance counselor. Their progress is monitored by the student assistance counselor and reported to the appropriate housemaster on a weekly basis.

9. Describe measures and procedures used to eliminate alcohol, tobacco and other drug use on school premises and at school-related functions.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The North Providence School Committee voted to ban student smoking on all school premises effective 1990 school year. Use of alcohol and all other drugs has not been permitted for years. This was documented by interviews with the School Committee, parents and students.

C. TEACHING DRUG PREVENTION (15 points)

1. Identify and describe how your curriculum and material promotes a clear "no use" message by discussing its content, objectives and grade levels served. What teachers are involved in teaching the curriculum? How often is it taught and what are the lengths of the session?

- Information presented in the nomination form is

_____X Accurate
 _____Overstated
 _____Understated

- Details/Documentation:

Part of health curriculum taught in grades 9-12 at the high school. Teaching is shared between the Physical Education Department and the Science Department. The main part of the hard core subject content is taught by the Physical Education Department. the course content is spread over a four year period. This four year program is sequential. All classes are fifty-two minutes in duration. Documented by reviewing the curriculum.

2. Describe how your drug education program has been infused in the regular curriculum.

- Information presented in the nomination form is

_____X Accurate
 _____Overstated
 _____Understated

- Details/Documentation

Drug/alcohol abuse education has been infused into the regular curriculum through mandated state requirements and an interdisciplinary approach.

3. What measures are taken to ensure all groups of students, i.e., special education and gifted and talented, are included in the drug prevention curricula?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

All students at North Providence High are mainstreamed into the Health Curriculum. This has been mandated by the School Committee. Documented by District Policy.

4. How are you teaching students to resist peer pressure and build self confidence?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Peer pressure resistance and the building of self-confidence are an innate part of the school-team training process. It is the goal of the High School Committee to have every student in the school go through this training in the next two years. Documentation shows that they are very realistic in this goal.

5. What steps have been taken by your school to educate students not to use anabolic steroids?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The school has used the services of Athwell, Inc., a non-profit Drug/Alcohol abuse prevention consulting agency. Because Athwell is staffed predominantly by former college athletes, the presentations and messages contain the use and abuse of anabolic steroids. Students, coaches, parents and faculty are provided three sessions on anabolic steroids.

6. Demonstrate how your program teaches that alcohol is illegal for young people.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The North Providence Department's school liaison officer has been invited to address students on several occasions on the illegality of teenage alcohol use. The Police Commissioner is an active member of the High School Super Team and continues in his support of all our programs. Documented by interviews with law enforcement officials and students.

7. Is this curriculum part of a state or local mandated program-of-studies? Please discuss. Explain how you tailored it to your individual needs. If not, who had input into the selection?

- Information presented in the nomination form is

 x Accurate
 Overstated
 Understated

- Details/Documentation:

In 1987 the Rhode Island Board of Regents mandated that all school systems develop and implement a coordinated and sequential K-12 integrated substance abuse curriculum. Representatives from all areas of the educational community met with representatives from the State Department of Education to work out a program which would utilize the services of any and all pertinent academic areas, including teaching staff, Special Education personnel, school nurses and adjustment counselors.

8. Discuss the scope and sequence of your drug education program as it relates to the entire district.

- Information presented in the nomination form is

 x Accurate
 Overstated
 Understated

- Details/Documentation:

Seven of the eight elementary schools have School Teams. All School Teams meet together in order to maintain a coordinated district-wide effort. This was documented by interviews with members of the elementary School Teams.

9. What does your school do to promote appropriate non-drug-using role models among students, teachers, administrators, and support staff?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Two action plans have been established called "Student of the Month" and "Teacher of the Month".

10. How do you ensure that all materials used in your drug program are accurate, up-to-date, and age appropriate? What efforts has the school made to eliminate "responsible use" messages and substitute non use messages into printed materials.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

The health education curriculum committee bi-annually reviews all texts and materials, including curriculum. This is done during release-day sessions. Recommendations for updated services are accepted without question. This process resulted in the purchase of new K-12 health education textbooks which stress the "no use" message.

No evidence of "responsible use messages" found in any school material.

11. What methods do you use to measure the effectiveness of your drug education program?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The Rhode Island Department of Health administers an extensive questionnaire on substance use/abuse to grades 7-12 on an annual basis, the results of which are given to the schools to assist them in determining the success or failure of programs, thus enabling necessary adjustment in the school's program. Additionally, numbers and types of referrals to the therapeutic staff are periodically evaluated to determine further needs and to support the validity of data. This was documented by interviews with staff and students.

D. STAFF DEVELOPMENT (10 points)

1. What specific training do administrators, teachers, and support staff receive?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

Administrators, teachers and support staff are receiving on a yearly basis, in-service through release-time activities. During the past three years presentations have been made by:

Superteams, Inc., Soyville, NY

Drug Free Schools Institute, Brown University

Athwell Corporation, Providence College

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated
- Details/Documentation:

During the present school year, twenty-nine faculty members and three administrators are being in-serviced by the Headmaster's Team on the following date:

September 27, October 25, November 29, January 24, March 28,

April 25, May 23

This in-service training is specific training in the school-team approach.

The trainees are taught how to develop and implement action plans.

Documented through interviews with school staff.

3. Is participation in staff-development activities required or optional?

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated
- Details/Documentation:

Participation in staff development is required. Documented through staff interviews.

4. Describe training in the philosophy and importance of prevention.

- Information presented in the nomination form is
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated
- Details/Documentation:

During these sessions it is impressed upon the trainees that building good self-esteem, providing alternative activities, establishing trust, working as a team unit and exhibiting credibility are the chief weapons we have at our disposal.

Documented through staff interviews.

5. Describe training in working with students who may be at risk for becoming addicted to tobacco, alcohol, and other drugs.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The staff at the High School utilized training methods gained from prior training sessions to integrate at-risk students into the six teams of students functioning in the building. These training methods included:

- community meetings
- fish bowl techniques
- interpersonal relation skill games
- team building skills

Documented by interviews with students.

6. Describe training in identifying student behaviors related to drug use.

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

During in-service release-time sessions, Chemical Dependency Professionals presented the staff with a wealth of materials to aid and assist them in at-risk identification. To date we have retained all CDP on staff.

7. Given the fact that the knowledge base is constantly changing, how do you ensure that you have updated and accurate information regarding harmful effects of drug usage?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

Long-range plans have already been made for a continuing of in-service release-time training by Chemical Dependency Professionals. This has been mandated by local school board. Documented by interviews with School Committee.

8. How do you ensure that teachers are aware of what situations should be handled in class and which ones should be referred?

- Information presented in the nomination form is

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The Chemical Dependency Professional is available on a daily basis to answer any staff questions relative to at-risk student identification. The CDP is continually working with teachers and guidance counselors to insure that at-risk students are properly identified and referred.

Documented by interviewing the drug/alcohol abuse assistance counselor and other teaching staff.

9. Who is responsible for handling substance abuse referral? Substance abuse counseling? What are their qualifications?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The Chemical Dependency Professional is responsible for handling substance abuse referral and counseling. She is a licensed professional with a Master's Degree in Chemical Dependency.

10. How are teachers made aware of available referral resources and how to use them?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

Teachers are made aware of available referral resources and their uses through the office of the Chemical Dependency Professional and by pamphlets purchased by the Headmaster's Team.

E. STUDENT INVOLVEMENT (15 points)

1. What are your drug prevention activities for students during and after school?

- o educational (i.e. health awareness week; presentations for younger students, peers, and adults; puppets, skits, etc.)
- o support (i.e. aftercare, peer listening, Big Brother or Big Sister Programs, drug-free clubs, self-help groups, etc.)
- o social (i.e. dances, projects, graduation, car washes, camps, lock-ins, variety shows, etc.)
- o sports (i.e. competitive, intramural)

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Drug Awareness Week, plays written and produced by student team members, talent shows, Halloween hay ride, Dollars against Drugs Day, monthly school newsletter, Birthday Recognition Day program, Teacher of the Month, Teacher Appreciation Day and Teacher Training Days are only a few of the activities conducted. Documented by interviews with students and attendance at a talent contest.

2. What percentage of your student body is involved in the various activities? Discuss.

- Information presented in the nomination form is

☒ Accurate
☐ Overstated
☐ Understated

- Details/Documentation:

Better than 90% of our students are involved in the various activities. Student attendance at dances, sporting events and other school-sponsored activities has sky-rocketed.

F. PARENT INVOLVEMENT (15 points)

1. Does the school offer drug prevention and awareness to parents to recognize drug use?

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

The school sponsored a drug awareness night and there are plans for two more such nights. The drug awareness night featured a panel discussion by experts and a question and answer period with refreshments. About seven hundred parents attended.

Documented through interviews with parents and community leaders.

2. Describe the parent component of your program, including the contributions parents are making in terms of ongoing support for the program during and after school.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Without our present support group, our training sessions would not be possible. Headed by Mrs. Rongione, our parent group plans the preparation of all meals and snacks during training, and sets up dormitory facilities.

Documented through interviews with parents and community leaders.

3. Discuss the number of parents involved in your total anti-drug program. Describe your outreach strategies.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

There are fifty-four parents actively involved at this time, although the number grows markedly during actual activities. The Headmaster's Team is planning a residency training session for parents during the summer of 1990.

Documented through an interview with the Headmaster.

G. COMMUNITY INVOLVEMENT (15 points)

1. Describe the contributions of the community, (such as civic, religious, business, local media, and service groups) in terms of support and resources for program efforts.

- Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

- Details/Documentation:

Community support of our drug abuse program has been inspiring. The Mayor's Task Force on Substance Abuse has provided \$5,000.00 in monies for training in addition to supplying each school with a drug identification kit and information pamphlets. Local businessmen have contributed money and supplies for training. The local McDonald's supplied four meals at no charge during our first residency training. Several local businesses have given jobs to at-risk students. The Providence Journal has written several feature articles on the program. Documented by interviewing two prominent business leaders who are actively involved in the program.

2. Describe the contributions of law enforcement agencies in terms of support and resources for program efforts.

-Information presented in the nomination form is

<u> X </u>	Accurate
<u> </u>	Overstated
<u> </u>	Understated

-Details/Documentation:

The North Providence Police Department and Fire Department have made major contributions to the program. Police and fire fighters donated their time during residency training to cook, clean, proctor, teach and raise money. Documented by interviewing Director of Public Safety in his office.

3. How do you work with the community to promote interagency cooperation and resource-sharing?

- Information presented in the nomination form is

_____	Accurate
_____	Overstated
<u> X </u>	Understated

- Details/Documentation

Community involvement has been a prime target of the Headmaster's Team. Executive meeting include the mayor, members of the Town Council and School Committee, representatives of the teachers, police, fire, clerical and DPW Unions as well as PTA/PTO representatives and people from local religious organizations.

Documented by interviews with Mayor, Council Members, School Committee, and parent organizations.