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OA/ID Number: 13722
Folder ID Number: 13722-001

Folder Title:
Drug Free Schools Recognition 6/11/90 [OA 8313] [2]

Stack:

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Ding Tree Schools

Applications
last year's speech

Justine D'Andrea

Mara Dohy - Education 901-3030
Debbie Roy

swelling
notable
3/29

Nelson Smith head of P/P
357-6164 Mr. Harold Menden (813) 76-7102

Crockett J.H.S. Odezo IX
Mr. Robert McCarley (915) 352-1451

will take people into his home to
those care of them

This yr. - a girl whose parents
abused her & did drugs.

Now they've adopted her - Ginger
Night & day diff.

picture of her yr before - skin & bones
depressed

now she's healthy & happy
D & F student to R & B

~~School~~ involved in drug-free program
very open & can talk casually about
it,

National History - where kids can call &
report And best kids, handicapped &
escorts kids on.
Leaves the impression w/ kids I was
that to happen to me.

Staff comes about kids

Coastal Girls Core - JCS

Staff core about kids: want to keep them off. Will work w/ kids as mentors

It takes a special person to want to throw themselves in.

Coaches take time to tell kids about harm in steroids.
Stress physical wellness.

Det. Mr. McCarley. I diff groups running around set up no-use policy
School District no-use policy for whole district.

Mellic Roy Elementary
Cecilia Willis

Principal - Dr. Paul Van Mitchell

Hesitant to get recognition for their program

6's athletic principal

way he comes makes it come do the top of your throat

calls all students Mr. or Mrs

when there is an exchange there are eyeball to eyeball
is fought - kids must respect teachers

3
school is part of community

Expanding learning programs after school
during summer
b/c school is part of community

Must serve community service time
-- in school.

School belongs to kids -- they are
part of the community

Mother was working on GED & going
to community college. Principals couldn't
wait to share good news w/ other teachers



Caterer's order - 50's day -- ordered a
joke box, 57 cherry trays

support staff } - are mentors for students
teachers
janitors
grounds keepers }

ugly neighborhood w/ pretty kids

Community Task Force - dream task force
developed drug program
brought resources to table

41

drug free schools

The fear of mistrust,
prejudice animosity, and
disappearing.

he is a soldier who believes in the
good fight
talks about students w/ respect

Wall where each child has put their hand
All kids know where their hand is

principal allows students to stand tall in
face of adversity

Identify kids at risk

20 children who are at risk stay after
school

Other at risk kids do preventive day time
programs

Kids may come from abusive environment

self-esteem

national

D.A.R.E - near retirement, brought him
back, law enforcement very supportive

Drug prevention curriculums for

EXECUTIVE CORRESPONDENCE

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MEMORANDUM

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

TO : Dick Hays
Director of the Drug Abuse
Prevention Oversight Staff

THROUGH: Nelson Smith
Director, PIP

Gaylynn Hooley
Confidential Assistant, OIIA

FROM : *J* James Better, Staff Director
Drug-Free School Recognition Program

SUBJECT: Descriptions of Schools for the President's Speech

Enclosed are descriptions of four schools to be considered for mention in the President's speech for the June 11, Drug-Free School Recognition Ceremony. (Attachment A)

These four schools all received ratings ranging from 95 to 100 from the review panelists for the effectiveness of their drug prevention programs.

These schools are also representative of the geographical and cultural diversity of the schools selected for recognition.

The site-visitors have been alerted that they may be contacted by the President's speech writers to provide background information for the President's speech for the recognition ceremony.

I have also included copies of both site-visit reports for each school and the names and telephone numbers of the site-visitors. (Attachment B) The site-visitor can provide additional information such as unique features, quotes, and anecdotes to enhance the speech.

Enclosures

(E12) 947 -5050

Boystown School Dr. Sydney Peters
using Whitman Award money to
take staffs to Boystown

Robert Frost - Choose something like "Star

"It may be dark but you are a light."

Chemically dependent
huge Hispanic boy -

Said Robert Frost is his favorite
poet. Thinks of it when he walks
to school

Lots of holes in his life, that were
filled w/ pain & he's going to
fill them w/ joy.

Focus, in on the core of troubled
students
Restore them spiritually, mentally
physically

Never seen children so in touch
w/ self.

Not so much saying don't do drugs
but as you're a person first
should be made complete

Teaches them values -- ethics,
morals. — Raises their level of
esteem. Teaches them they can do
things.

95% of students "at risk" — poor
& seen on term of substance

Social skills curriculum
in order to present yourself
properly -- you have to look
someone in the eye.

Will discuss their problems while
looking you into the

~~Rep~~ Teachers look them in the
eye -- care for them

Taken to campus & made it a town
that kids in homes.
Adopted families take them on vacations.

2 girls, from Chicago, (cousins)
fighters, drinkers, druggies
We are what you call bad kids

Boytown taught me what I never
knew were wrong. I thought it
was all right to fight.

Now I know there ~~are~~ is
a diff. between right & wrong. She was feeling good
about being right.
Establish social order.

Mollie E. Ray Elementary School

Orlando, Florida

Site Visitor: Dr. Cecilia Willis (212) 206-6770
Dr. Sharon Heatly (405) 794-7255

Demographics:

Grade level : K-5
White : 36.77%
Black : 59.37%
Hispanic : 2.98%
Asian/PI : 1.58%
Low Income : 69.7%
Student total : 701
Dist. Class : Large City

Description:

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.

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, Mollie Ray Elementary School is located.

The drug-free program has three major components: 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.

North Providence High School

North Providence, Rhode Island

Site Visitors: Mrs. Beverly Barron (915) 368-5996

Mr. Don Grubbs (601) 649-3673

Demographics :

Grade Level	:	9-12
White	:	94%
Black	:	1%
Hispanic	:	3%
Asian/PI	:	1%
N. American	:	1%
Low Income	:	1%
Student Total	:	901
Dist. Class	:	Suburban

Description:

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. 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 emphasized by the parents. 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. North Providence High has overcome the reputation of being a "druggie" school, a reputation developed in the late 1960s. There is 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.

Boys Town High School

Boys Town, Nebraska

Site Visitors: Dr. Sylvia Peters (312) 978-0187
Ms. Dorothy Miller (313) 293-0123

Demographics:

Grade level	:	9-12
White	:	64%
Black	:	21%
Hispanic	:	9%
Asian/PI	:	2%
N. American	:	4%
Low Income	:	54%
Student Total	:	40%
Dist. Class	:	Suburban

Use this for
history
maybe quote
Father Flanagan

Description:

Boys Town is an amazing testimony to the will and vision of one man, Father Flanagan. Today, his thoughts and philosophy have been actualized by a group of very intelligent and dedicated people who have developed a model that should be replicated in schools across this nation.

The program is very comprehensive and speaks to the total needs, physical, spiritual, moral and psychological of the youth who reside in Boys Town. The most impressive element of the program is that it seeks to restore internal social order, in a very dignified manner; to the minds of youth who previously functioned in a very anti-social manner.

The staff has carefully analyzed the problem collected baseline information, maintained longitudinal data, developed programs and implemented them in a precise manner. Every staff person receives on-going training to meet the changing needs of youth at risk. The collective work at Boys Town has greatly influenced Omaha, Nebraska. Drug-Free zone signs can be seen all over the city and a very conscious effort has been made by the Mayor to make the town drug-free.

Crockett Junior High School

Odessa, Texas

Site-Visitors: Mr. Harold Maready (813) 676-9402
Mr. Leo Uebelein (210) 388-2928

Demographics:

Grade level : 7-9
White : 48%
Black : 2%
Hispanic : 49%
Asian/PI : 1%
Low Income : 32%
Student Total : 971
Dist. Class : Small Town

Barto, TX

Description:

The Ector County Independent School District serves as an area once populated by Comanche Indians and an occasional Spanish explorer. Oil and related businesses 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. 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 "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.

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

Team 14

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

School Name Boys Town High School Code 3DFN-H3-P
City Boys Town (Omaha) State NE
Site Visitor Dorothy Miller Dorothy Miller
(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.

Boys Town High School is located on a large campus on the western edge of Omaha. Its school population consists of boys and girls who live on the campus in supervised "families." They can no longer live at home because of abuse by them or their parents. 95% of these abuses involve substance abuse. The school's enrollment varies but was around 400 at the time of our visit. They have a comprehensive curriculum with an emphasis on vocational training to prepare their graduates with entry level job skills.

Since BTHS has been dealing with students with problems for over 70 years they have developed an outstandingly successful drug awareness/prevention/intervention program. Within the last three years they have organized and systematized it into a program which can be replicated elsewhere. In fact, they have established one satellite in Florida and are making plans to do so in other areas of the country (i.e. Boston, Rhode Island, New York, etc.) Their expertise in meeting the needs of the drug abused and abusers has resulted in programs to help these boys and girls attain a drug free life. The policies and programs to do this in the school and campus homes are based on a behavior modification model which is showing positive results. The program has organized task-analyzed social skills and these are taught to the students both in the school and in the campus homes.

There is a fine team approach involving the careful training of everyone who deals with the students: the director, principal, faculty, family teachers, law enforcement, support and custodial staff. All are dedicated to taking the tough, active measures necessary to fight drug and alcohol among their students. This exemplary program includes powerful motivation, careful supervision and painstaking instruction in and out of the classroom to help the students overcome their chemical dependency. It is committed to a drug-free school program with components in place for aggressive prevention, intervention and support systems.

Not only is Boys Town High School an example for the local community, but it has also taken on a leadership role for the country and the world. The school has made wise use of its monetary and community resources in developing a model program which it willingly shares. They have even installed a hot-line to enable them to give helpful information about their program nationally and internationally. The director summed it up when he said that one of the goals of BTHS is to help change the way America takes care of its children.

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:

Since 95% of the students have chemical dependency backgrounds the school has dealt with the problem for the 70 years of its history. Five years ago, however, they decided to respond to the growth of the national problem by assessing the substance abuse of their students via a special committee. This enabled them to compare their students' habits to national trends.

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

We saw the formal assessment instrument which was first given in 1986. Data has been systematically collected, analyzed by age, gender, etc., charted and put on overheads. The administrative trainee who is in charge of this survey explained in detail the comparative studies which he showed us. National trends are also compared with local. A survey is included as the last five pages of the Handbook which is given to each student entering BTHS. Information is then used to modify the drug program. An example of this was given: inhalants were identified as on the increase so the homes were immediately notified to lock up their paint cleaners, sprays, etc.

We also saw studies done by the Director of Religion on "at risk" youth in order to write a more relevant religion course for the school.

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
 - XX Accurate
 - Overstated
 - Understated
- Details/Documentation:

We saw the overheads made from the surveys' data which are used in the education of the faculty and school community. The results are also discussed in the drug education classes held for all grades. We reviewed examples of the printed materials which are distributed to parents and staff.

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:

Not only are the halls and buildings monitored by a caring faculty and staff, but Boys Town has its own police force, located in the village of Boys Town. They patrol regularly, are very visible and available at short notice. The police chief said they prosecute in cases of dealing drugs. "Felony crimes are prosecuted, not forgiven", were his words. They are also on duty at campus activities. The ratio of 53 teachers for 400 students provides opportunity for careful monitoring. We observed hourly attendance being taken and the hall pass system in action. The family teachers closely supervise 6-8 students in their home. The custodial staff has been trained about what to observe and report. There is an absolute "zero tolerance" policy. More students now seek assistance because the counseling staff has been increased.

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

- Information presented in the nomination form is

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

- Details/Documentation:

We saw thorough annual survey records translated into attractive overheads to be used to inform staff and faculty. Procedures and course materials are changed to meet the needs reflected in these annual surveys. One report which we examined had 30 tables which had been extracted from the information. A ten-page commentary and recommendations completed the report.

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:

We examined the booklet which is given to each entering student and parent. It covers the chemical no-use policy and penalties, the drug curriculum, intervention and follow-up & on-going support services. There is at least one annual review of the policies.

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

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

The director of one of the communities (groups of homes for students) explained the procedure for deciding on penalties. Each case is dealt with on an individual basis with provisions for appearance before a Chemical Use Review Board. Those involved with the student as teachers, family teachers and counselor represent the student's interest. The penalties have been carefully delineated.

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
 - ☒ Accurate
 - ☐ Overstated
 - ☐ Understated
- Details/Documentation:

All segments of the school community have access to input into school policy. In the home we visited the students shared the written procedure for their family meeting times during which they may suggest changes for a present policy or suggest a new one.

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

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

BTHS is very careful about legalities as was evidenced when we asked about the printed curriculum we were reviewing and were told that the materials are in the process of being checked by their attorneys before publication.

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

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

The annual enrollment procedure includes the witnessed signing of a statement by the student that he/she has read the provisions and is "willing to honor its provisions". We saw this contract. The parents/guardians sign a similar statement.

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

- Information presented in the nomination form is

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

- Details/Documentation:

"P.R." is a very important part of this school. Not only do they carefully publicize their policies and procedures to their local community, but they also publish materials and make videos to sell. Their hot-line is available to the general public to answer questions about policies and programs. The public is also invited to tour the campus with explanations about the school program, including policies and procedures.

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

- Details/Documentation:

According to the counselors, one of the purposes of this school is to rehabilitate chemically dependent youth and equip them for a safe return to the "real world". To that end they have made professional assistance readily available to all their students without stigma. We heard students talk about self-referrals and also the need for peer referrals to help friends. Confidentiality is of prime concern. The trust of these young people has been so abused in their former environment that a great deal of care is taken to rebuild trust. This was evident in the classrooms and in the halls by the positive atmosphere we experienced. Clergy members are also available for both Protestant and Catholic 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

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

- Details/Documentation:

The school works out a plan for each student in treatment whereby they keep up with their assignments. Returning students are frequent because so many undergo treatment. Therefore there is no stigma. The school has AA meetings on campus, but if a student prefers to go off campus that is also arranged. We attended an open AA meeting at which the students were receiving their chips for sobriety. The compassion and warmth of acceptance by their peers and faculty were beautiful to see.

Students who have been through treatment are also put into a special course for those who have had problems with drugs while at the school.

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

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

- Details/Documentation:

The behavior modification model is used to eliminate drugs from the campus. The students explained the system of losing points and ultimately privileges for infractions of all rules, including drug use. Part of the system of accountability is the use of "school note" cards which must be filled out by the faculty for responsible/irresponsible behaviors. The principal awarded some "responsible behavior" points to students who had been helpful to us. All activities are carefully supervised. The Boys Town Police force also act as security guards for school events in addition to close monitoring by faculty and family teachers.

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
<u> X </u>	Understated

- Details/Documentation:

Because the students can enter BTHS at any point in the year their curriculum has been adapted so that drug and alcohol education is not limited to one semester or year course. It is an on-going experience for the total time a student stays in the school. The basic "Staying Free of Chemicals" is taught by a rotating team of a chemical dependency counselor, administrator, guidance counselor and classroom teacher in a 45 minute period. The "no use" message is clear throughout the curricula we examined. Besides factual information it focuses on the attitudinal and motivational aspects surrounding drug/alcohol use. We sat in on several classes for high risk youth called "Living Without Chemicals."

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

- Information presented in the nomination form is

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

- Details/Documentation

We spent time with the Director of Religious Education who shared his research on the lived experiences of high risk youth at BTHS. Based on the findings the religious education curriculum was rewritten to address the eight developmental needs of the adolescent. This curriculum will be published. Because 95% of the students at the school have chemical dependency in their background every teacher is trained to educate for drug prevention in his/her subject areas. In civics they talk about the illegality of drugs; in science, the harmful effects on the body; in P.E. about steroids, etc. The music department, culinary arts and language arts classes recently planned and executed a drug-free "elegant party" as part of their drug education in these courses. We saw many drug education posters in classrooms, halls and campus buildings.

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

- Details/Documentation:

There are no "segregated" classes so all the students take all the courses in the drug prevention curricula.

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 school's motto of "four positive reinforcements for one negative" was evident in the classrooms, the halls, the home and the campus. The building of self-confidence to resist peer pressure is basic to the school's philosophy of teaching school social skills. Every classroom has a chart of behaviors based on these skills. We received a card which the students carry, outlining behaviors which include "How to resist peer pressure". The principal alerted us to watch how skillfully one of the classroom teachers filled out a student's note card with a positive as well as a negative comment.

There is a whole building equipped to teach entry level jobs (cosmetology, auto repair, computer skills, etc.) with special classes in employability skills. These concentrate on building positive self-image. Maintaining eye contact is one of the important behaviors which is required of these students who have been in the habit of looking away because of low self image.

Since the relapse rate is the highest among those with a low self-image there is a special emphasis on self-image building as part of relapse prevention planning.

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:

Steroids were always included in any listing or discussion about drugs.
Drug screening tests are a fact of life on this campus for any suspected drug use, including 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 "Chemical Use" bulletin on the policies and programs of BTHS contains a whole section on Page 3 about the Nebraska Drug laws. The illegality of drugs is also part of the regular drug education courses.

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:

Since BTHS is a private school it does not fall under state or local mandate. Their program has definitely been tailored to meet the needs of their students, most of whom have substance abuse in their background. The school hired two professional substance abuse counselors who wrote the 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

 X Accurate
 Overstated
 Understated

- Details/Documentation:

The "entire district" can be thought of as the three schools which comprise "Boys Town": the middle school (Wegner) and Boys Town High School which are the residential schools on campus; and Father Flanagan High School which is a community day school in the inner city of Omaha. All three schools teach similar drug education courses and have curricular infusion of drug education.

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

- Details/Documentation:

Role modeling is given high priority on this campus. Among the teachers and counselors are recovering alcoholics who attend AA meetings with the recovering students. They are authentic role models in the eyes of their students. We saw one of the counselors facilitating the AA meeting we attended. The family teacher couple who were in charge of the home where we had dinner with their "family" of eight residents were beautiful examples of modeling good family relationships. The whole residential system in family units is predicated on positive role modeling to replace the negative modeling these students have had in their past.

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

We reviewed the books, pamphlet files and videos in the library and found them to be current and from highly regarded sources in the drug education field. The librarian stated that she not only provides updated materials for library circulation, but she also sends copies of current articles to the teachers. She said they often alert her to articles, too. It was good to observe that these materials are well-used. All the materials are carefully screened to give strictly "no use" messages. The counselors update materials on the basis of their professional journals and from local treatment center resources.

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

- Information presented in the nomination form is

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

- Details/Documentation:

We reviewed the annual drug survey with one of the drug counselors and the administrative trainee who wrote the report on it. Both documents were impressive. The written survey administered in grades 8-12 was analyzed and summarized comparatively by drug usage, grades, etc. into 30 charts. The report was a commentary and recommendation entitled "Where Do We Go From Here?" This document made suggestions for future changes to improve the program. Some of these have already been implemented. They really are serious about measuring the effectiveness of the program with suggestions for improvement.

D. STAFF DEVELOPMENT (10 points)

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

- Information presented in the nomination form is

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

- Details/Documentation:

There is a 5-day pre-school workshop for the faculty and all staff in the area of drug education. There is a 3-week similar training for the family teachers who supervise the homes in which the students live. There are monthly staff training sessions of four hours each. There is special training for AA sponsors to facilitate the campus chapter. The training is given by professionals in the field. They even have a special "staff training building" for their many ongoing sessions.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

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

- Details/Documentation:

We saw ten samples of pre-service staff training schedules dating from Sept. '89 through March 9, 1990. Some of the topics covered were: substance abuse, treatment planning, observing and describing behavior, youth progress documentation, first five steps (AA), relationship building and understanding aggressive behavior. The training included role playing.

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

- Information presented in the nomination form is

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

- Details/Documentation:

Participation is mandatory for the frequent and systematic in-servicing activities which are done. Substance abuse training is an integral part of the required program for every person who is hired to work at BTHS from the director to the custodial staff. Teachers are considered on probation until they know the system. They are also evaluated annually.

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

- Information presented in the nomination form is

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

- Details/Documentation:

The behavior modification techniques used at the school are an integral part of every staff member's training. Teachers use it in the classroom and the family teachers use it in the home setting. There is, therefore, consistency in the message given to the students. On our visit to one home the students residents explained their point system for gaining/losing privileges. They also explained the "SCDAS" system of decision-making. They examine the Situation, Options, Disadvantages, Advantages, Solutions before acting. They are are taught to replace possible negative consequences with positive actions.

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:

Since 95% of the students are at risk for addiction this is an integral part of the training for every staff member from faculty to custodial. We saw evidence of this teaching in the training schedules we reviewed. There is also a special course in the curriculum taught by the counseling team for students who have experienced problems in school because of the use of drugs or alcohol after taking the basic course.

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 teachers have been trained by experts from treatment center sources. They are constantly updated in training workshops throughout the year by the three drug counselors on staff. A workshop was in progress while we were on campus. The family teachers who supervise the homes are also highly trained.

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 three counselors with whom we met explained their up-to-date sources of information through their periodicals, workshops and community resources. We saw evidence of these current materials.

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:

Because of their intensive training in the drug prevention philosophy of the school, the classroom teachers deal with the situations they can handle in their rooms. They know that when they have reached the limit of their expertise they can refer. One of the counselors mentioned that in his role as a classroom teacher one time, he reached a point in dealing with a disruptive student where he sent the student to another counselor rather than take teaching time from the class. This is the model which the teachers follow.

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:

There are three highly qualified counselors. Besides professional training, two of them are recovering alcoholics. We saw one in action at an AA meeting on campus. His rapport with the students in the group was outstanding. We saw the other counselor teaching a class of high risk students. The level of trust they showed in sharing with her demonstrated her expertise beyond her formal training. There are also close ties to local treatment centers.

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

- Information presented in the nomination_X form is

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

We saw a detailed referral flow chart outlining the chemical dependency program and showing the possibilities at each step of the referral. There is very close contact between the teachers and the counseling staff. The team effort and approach is evident on campus.

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

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

- Details/Documentation:

We were privileged to attend an evening AA meeting on campus during which chips were awarded for periods of sobriety. It was a moving experience to hear them express gratitude for the support the school personnel and their friends had given them. We heard about their "elegant night" party which they put on to show that one can have fun without drugs. The Police Cadets are trained by the resident police force to help patrol activities. On our home visit one of the students took us on a tour of the house and showed us the basement recreation room where there were a pool table, weights, table hockey, etc. to provide outlets for healthy free-time activities. The BTHS students join the community public school students in drug-free community activities. We saw the huge sports complex for their use, and heard about their participation as huggers in the Special Olympics which were held there.

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

- Details/Documentation:

Since the students all live on campus their lives revolve around the activities which the school sponsors. Participation in them constitutes their social life because there are no other distracting influences. All the students are involved in all the drug free activities held during school. We attended an assembly at which all students were present and watched the positive reinforcement given by the awards which were presented.

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:

Despite the fact that the students do not live with their parents/guardians, communication is maintained between the school and them. We saw the many letters and brochures containing drug education items which are sent home. There is even a pamphlet entitled "A Parent's Guide to Chemical Use" which outlines behaviors covering the child's home visit. The "parents" (family teachers) on campus have been highly trained to deal with the students who reside with them. The parents/guardians who live in the local area are encouraged to take part in drug education activities on campus. Most of the parents/guardians, however, live at great distances and even abroad.

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:

BTHS has a unique situation in that the natural parents/guardians can only be involved "from a distance". The on-campus "parents" (family teachers) are an integral part of the drug-free program. They are highly trained to teach acceptable behaviors through behavioral modification techniques. The family teachers whose home we visited modeled and taught the relational skills necessary for the healthy development of their charges. These special teachers are involved in the on-campus programs and reinforce the teaching which is done in the classroom by using the same techniques and philosophy. In one way it is really an "ideal" support for the program during and after school.

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:

Since the family teachers have become the "parents" of the students they are 100% involved in the anti-drug program. For teaching these children it is an ideal situation since they constantly reinforce the school's programs and vice versa. There is constant communication between these homes and the school.

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:

Literally, the contributions of the community-at-large (even nationally) support this program with finances and resources. Boys Town has accumulated a large funding base which is used to underwrite the many fine programs and research we examined. At the assembly we attended we saw awards being given for participation in community activities. Local AA and Alateen groups are used. The hospital coordinator makes daily contact with the school about the progress of any student in treatment. BTHS joins with other public schools in the community for activities like Red Ribbon, Drug Awareness Week and Just Say No benefits. We saw samples of local newspaper coverage of events at BTHS.

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:

Boys Town is an incorporated village and has its own Police Force of ten with eight support personnel. We interviewed the Police Chief who told us that his officers are trained to deal with the BTHS students. They have 25 students enrolled in the Police Cadet program. (We met one of them at the home we visited.) The Police Chief said he enjoys talking to the teachers and the students in the classroom as part of the drug education program.

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

- Information presented in the nomination form is

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

- Details/Documentation

We had an interview with the dynamic director of Boys Town, Father Val Peter. He is very much involved in an outreach to the community, locally and nationally. He serves on community councils, delivers service announcements on cable TV and has done parent-training in the area. He encourages cooperation with the community and willingly shares the expertise of BTHS. The establishment of a national hot-line is an example of that. Another project is to help train other home care facilities modeled after BTHS (e.g. one for the native American community.) The counselors are encouraged to serve on community boards (e.g. Foster Care Review Board, speakers bureau for Pride-Omaha). They have been used by community social workers to help in neighborhood drug problems. They use the resources of Pride-Omaha and the Junior League of Omaha. The police chief also called BTHS a leader in the community.

Attachment B

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

School Name Boys Town Code 3DFNEA3-P
City Boys Town Nebraska State Neb
Site Visitor Sylvia L. Peters *Sylvia L. Peters*
(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.

Boys Town High School is located in boys Town Nebraska. It was moved to its present location in 1920 from Omaha, Nebraska which at the time was ten miles to the east. During the last 25 years Omaha has move past boys Town, so the village has become surrounded by shopping malls, freeways and housing developments.

Boys Town, however, is an amazing testimony to the will and vision of one man, Father Flanagan. Today, his thoughts and philosophy have been actualized by a group of very intelligent and dedicated people who have developed a model that should be replicated in schools across this nation.

[This site visitor was able to observe, view and verify a very systematic and humane drug and alcohol program that has been developed to address the needs of at risk youth.] The program is very comprehensive and speaks to the total needs; physical, spiritual, moral and psychological of the youth who reside in Boys Town. The most impressive element of the program is that it seeks to restore internal social order, in a very dignified manner; to the minds of youth who previously functioned in a very anti-social manner

The staff has carefully analyzed the problem collected baseline information, maintained longitudinal data, developed programs and implemented them in a precise manner. The staff, every staff person is continuously trained to meet the ever - changing needs of youth at risk. The collective work at Boys Town has greatly influenced Omaha, Nebraska. drug-free zone signs can be seen all over the city and a very conscious effort has been made by the Mayor to make the town drug-free. [Many of the programs developed at BT have also been carefully prepared for dissemination and replication.]

[The drug-free school program at Boys Town High School is truly remarkable and is possibly the best work being done in the country.]

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:

The information presented in the application is very accurate. This site visitor also observed that every adult in the community is able to view each youth as an individual who is worthy of being the best possible human being. The adults do not give up their resolve to do only the right thing but also the best thing for each youth. Also the opening statement of the letter to parents in the "Chemical Use" publication documents the schools' commitment to the attainment of a drug-free life by each student because they are concretely aware of the need to teach drug prevention.

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
x	Understated

- Details/Documentation:

The assessment of the problem(s) was very unique because the informal meetings and reports from the youth care professionals at Boys Town was information of such high quality, that it really enabled staff to look very critically at the needs of the population. Also the view was multi-dimensional because type of drug used, frequency of use, comparison with other populations, grade-level, gender and ethnic differences were some of the variables measured. All these indexes were measured initially and they have provided the basis of a longitudinal study that is quite valuable to the nation.

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 site visitation included a review of the literature written by Boys Town to inform everyone of the school's assessment of the drug problem. Also the statement that the student reads and signs upon enrollment at B.T.H.S. is contained in a book entitled CHEMICAL USE Education, Prevention, Treatment. This document outlines and specifically states the policy for the school, Nebraska Drug Laws, communication of policy to parents and an overview of the school curriculum.

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:

Information contained in the application is accurate. However, the site visitation really amplified the information. The interviews that were held enabled this visitor to discuss the process with the various constituencies that are involved. It was extremely encouraging to be able to see troubled youth grappling with their problems in a serious manner. Not enough can be said about the strength, reliability and validity of this program.

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

- Information presented in the nomination form is

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

- Details/Documentation:

Marvelous formative and summative data for the entire educational program. The graphic drug data changed the culture of the school. Inhalants were placed under lock and key after data revealed an increase of use among the students. Also the method of collection is very accurate and statistically sound.1 "The Annual Drug Use Surveys" and very important and useful research. The surveys really are the empirical base for serious activity regarding chemical abuse at Boys Town.

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:

All policies regarding the use and abuse of alcohol, tobacco and other drugs are clearly outlined in the "CHEMICAL USE" publication. The policies clearly indicates the organizations concern regarding the use, misuse, abuse, and chemical dependency habits of the students. The message clearly indicates the "Use" of illegal and inappropriate substances is not a character flaw but a disease. The policies are reviewed annually by the Executive Director and by the (CURB) group. CURB also decides on the consequences for violations and the follow-up procedures.

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:

Information is accurate but again it does not state, or perhaps it cannot state the depth of the practices and procedures used at B.T.H.S. to ensure that penalties are uniformly applied. Also the social skills curriculum and motivation system so clearly state penalties and consequences that students understand that they will experience an appropriate level of discomfort or expulsion if the infraction of the rule is really serious. The CURB Committee is responsible for planning a program for students who violate the rules.

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:

It is really quite interesting that the students possibly have more input than any other constituency because it is the ongoing assessment of their behavior that shapes the policy, procedures and consequences. Also in most instances these youth come from all over the country and Boys Town is their last chance. However, it is the research, tempered with compassion that helps to make the policy, procedures and consequences; fair, consistent, and humane.

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:

Everything that relates to Boys Town is reviewed by its own legal department.

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:

The "CHEMICAL USE" publication is the document that communicates the components of the schools' policy, implementation and consequences regarding "use" of illegal drugs.

Also the school is driven by a management system that clearly indicates the roles, responsibilities and expectations for every constituency at Boys Town. Again, the documentation and implementation procedures are well written and can be replicated with some minor modifications. The Training Manual, Social Skills Curriculum, and Assessment of Teacher Performance are very well written guides that are carefully implemented at Boys Town.

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

- Information presented in the nomination form is

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

- Details/Documentation:

Boys Town owns a publication and printing concern that writes and publishes video-tapes, brochures, cards, books, pamphlets, curriculum guides and many self-help books. The materials are well researched and are distributed throughout the country. Also the public relations department does an excellent job of getting good coverage of events at B.T.H. throughout Omaha and the nation. Newspaper clippings to numerous to document were reviewed by this site panelist. They were items that were published in papers from Alabama to Washington D.C.

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

- Details/Documentation:

Every student at orientation is given the option to receive assistance, thereafter, they are able to seek assistance from any adult including the custodial staff. Every staff person at B.T. has been thoroughly in-serviced on how to seek the proper person who can give children help. The networking is strong, in fact, powerful, thorough, accurate and amazing.

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

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

- Details/Documentation:

Students are given the courage and love to try sobriety once more through daily classes. They are also motivated through Chemical Dependency Counselors to talk over their problems. The site visitors were able to view extraordinary small classes of students in the "Living Without Chemicals" course who shared their fears and anxieties with staff and students who really wanted them to succeed. One student spoke very openly about his dependency and his ability to kick the habit.

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

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

- Details/Documentation:

Note cards, drug curriculum, behavior modification system, assemblies, and numerous opportunities to interact with outstanding role models are but a few of the procedures put in place for students to remain drug free. The strong motivational social skills curriculum really helps the youth at B.T.s to internalize behaviors that will help them to remain drug free. The guide contains a list of 40 social skills that the youth are carefully taught in a very specific manner. It teaches them how to present themselves, receive positive attention and to be clearly understood when they need to articulate their feelings.

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
<u> x </u>	Understated

- Details/Documentation:

Boys Town High School has developed a very comprehensive curriculum that meets the cognitive, psycho-motor, and effective domains of its students.. The curriculum is interdisciplinary, staff know how to teach the materials and clear/outcomes can be expected from correct implementation of the curriculum.

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

- Information presented in the nomination form is

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

- Details/Documentation

95% of students are chemical dependent when they enter Boys Town. The only way that the behavior can be changed is to develop curricular materials that combine motivation and cognition into a unit of positive change. The curriculum and its expected outcomes determine how much social life a youth at B.T.H.S. will experience. So each element of the curriculum relies heavily on the youth to modify his behavior and absorb what is being taught. The consistency of the curriculum implementation provides a strong support system in every phase of the youths life. The curriculum also provides a strong message of "drug-free" people can do regular and productive life activities. Also the youth understand the scope and sequence of the curriculum.

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:

Everyone at Boys Town is provided with coursework and life styles that are totally drug-free.

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:

98% of the adults are representative of the best possible work that can be done by a person in their position. Secretaries are really caring and intelligent beings who have been trained to understand children who are at risk.

Opportunities are given to monitor personal behavior and to be rewarded for appropriate responses. Ultimately at Boys Town, youth who absorb the expected outcomes of the instructional program are also systematically taught to become self-reliant and independent. Some youth at the high school have risen to the status of being totally reliable citizens and they do not have to carry behavior modification cards.

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:

Information in application is very accurate and the athletic program is outstanding.

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:

Youth are informed from the moment they come to Boys Town until they leave, that alcohol is illegal for young people. Alcohol use issues are very carefully taught in the preventive as well as intervention classes. Also there are a number of activities that promote this feeling throughout the year.

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:

The Boys Town Program is more comprehensive and results oriented than most state or local programs.

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:

Programs are used by other Boys Town Schools and in the Family Home Program.

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:

Every adult at Boys Town is a role model for the youth. The support staff look like people who are the very best in their particular fields. Janitors, gardeners, cooks, librarians, and teachers all look and behave like responsible citizens. Students are also exposed to appropriate activities, foods, lifestyles and a culture that is drug free.

Also the management system clearly specifies expectations and behaviors that are main stream. People at Boys Town have their own style, however, each individual is committed to a drug free culture.-

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

Annual student surveys provide information for updating curriculum and the staff is given the opportunity on a regular basis to review current material. In fact, Boys Town is really developing the material Mike Carotta has done a landmark study on at-risk-youth and their spirituality, also the annual drug surveys and follow-up research represent some of the best investigations in the country. The document that really could be used nationally is the Chemical Use: Education Prevention Treatment because it gives a very clear view and some recommendations on drug issues as they relate to youth.

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

- Information presented in the nomination form is

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

- Details/Documentation:

1. Annual Drug Survey
2. Boys Town Home Campus Survey
3. 1988 Boys Town High School Drug Survey Follow-Up
Research Division
4. Lilly Grant Report #880146-1989
5. Boys Town Family Home Program, Second Edition

Beyond all of these documents; the school uses statistical analysis to compare data and the effects of the curriculum on the population on a regular basis. They employ the kind of people who are always seeking to explore relationships in order to make the drug-education program more effective.

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 village of Boys Town, Nebraska has two buildings that were constructed specifically to train people. Every aspect of the management system.. social skills, home program, cognitive curriculum, administrative, teaching and etc. every aspect is supported by high-level staff development. In fact, the village is now marketing staff development components that can be replicated at local sites with some modifications.

2. List the type of inservice activities including dates.

- Information presented in the nomination form is

☐ Accurate
☐ Overstated
☒ Understated

- Details/Documentation:

This site visitor was given a twenty-five page schedule of inservice activities. The presentations are three to four hours long, multidisciplinary in approach and they^{are} presented in order to keep the staff up to date on the issues regarding the youth of Boys Town. Every person who comes in contact with students ~~are~~ in-serviced.

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

- Information presented in the nomination form is

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

- Details/Documentation:

People are required to attend but there is an underlying belief that the in-service training extends their personal knowledge base and expands their capacity to serve youth. B.T.H.S. has a leadership training program that will enable the town to replicate their efforts with a high degree of validity and reliability all over the country.

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

- Information presented in the nomination form is

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

- Details/Documentation:

The training is very substantial and the outcomes can be measured quantitatively and qualitatively. Everyone feels that they are contributing to the common vision of a drug-free culture. The philosophy of no-use and prevention is so deep that it has become internalized into a very deep culture and way of life. The staff really have dedicated themselves in a most intelligent fashion to the mission of developing youth who are drug-free.

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:

During the visitation classes were observed and curriculum reviewed. There was also an open A.A. meeting which was very moving. The youth were very open and concerned about their ability to become addicted. In fact, one student was attending the open meeting because of his at-risk status.

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

- Information presented in the nomination form is

 Accurate
 Overstated
 x Understated

- Details/Documentation:

The in-service training and dissemination of information is so good that everyone understands how to refer students to the appropriate person.

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

- Details/Documentation:

The librarian, counselors, community directors, family teachers and all other supportive staff are constantly collecting, cataloging and disseminating materials.

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

- Details/Documentation:

Ongoing in-service

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:

During the visitation the counsellors discussed their qualifications, training, programs and responsibilities. They are all certified and know how to seek help from outside agencies.

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

Constant, ongoing inservice

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
_____x_____	Understated

- Details/Documentation:

The interdisciplinary or shall it be stated as the interrelatedness of the entire program is so deep that every aspect of life at Boys Town is directed toward the existence of a totally drug free life.

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

- Information presented in the nomination form is

_____x_____	Accurate
_____	Overstated
_____	Understated

- Details/Documentation:

Every student is involved in the activities planned for them because the acquisition of positive social behavior is the reason why they have come to Boys Town. Also the Family Program is structured to help at risk youth understand the positive use of leisure and work time.

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 Family Home Program is truly wonderful and it provides these troubled youth with a model of normal life that hopefully will be repeated when these youth become adults.

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:

One must remember that youth come to Boys Town because of at-risk behavior, therefore their natural parents are really not a part of their daily life. However, during the visitation the parents of a student who'd been drug free for one year was given her A.A. Clip by her father who was a former alcoholic. It was very touching and demonstrates the organizations effort to keep parents involved.

Also the serious connection between school and the Family Home Program offers very positive models of what the positive relationship between the two can generate for children.

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:

Every student has a Family Home Program couple that is responsible for their social development management at Boys Town.

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
_____x	Understated

- Details/Documentation:

Boys Town in a sense has the support of the nation, however, the nation does not understand the scope and depth of the work they are going with at risk youth. They do receive all kinds of support and effort, and they have a phenomenal endowment.

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

-Information presented in the nomination form is

_____x	Accurate
_____	Overstated
_____	Understated

-Details/Documentation:

The chief of Police at Boys Town described his work and confirmed the information in the application.

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

- Information presented in the nomination form is

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

- Details/Documentation

Boys Town High School works with the other schools in the village to provide consistency and accuracy in the development of their drug free community. They also research, write and disseminate materials that are used by agencies throughout the nation.

To Steph. Blissie

Date 6/6 Time 3:17

WHILE YOU WERE OUT

M Mama Daly

of _____

Phone 401-3030
Area Code Number Extension

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

RETURNED YOUR CALL

Message ceremony in
rose garden on
Monday

Nancy
Operator



AMPAD
EFFICIENCY®

23-021 CARBONLESS

(Hinchliffe/Blessey)
June 1, 5:30 p.m.
DRUGS

PRESIDENTIAL REMARKS: DRUG-FREE SCHOOLS RECOGNITION CEREMONY
MONDAY, JUNE 11, 1990

Thank you, Secretary Cavazos. It's wonderful to hear you speak -- in your heart burns the flame of dedication to the youth of this fine country.

To all of you out there: students, parents, teachers, and friends -- I'm delighted to welcome you to my house -- to your house, the White House. ~~You're lucky to have such a beautiful day to skip school! //~~

A special greeting to all the principals. It's nice to know that you're coming to see me -- rather than the other way around.

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.

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, our lives at peace, and our values just, so that the world they inherit will be strong. And they trust us to prepare them for this world through education.

For 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 -- patriotism; loyalty; faithfulness; courage; the ability to make the crucial distinctions be-

tween right and wrong; and the maturity to understand that all we have and achieve in this world comes first from a loving God.

But we can't get learning back into our schools until we get the drugs out. //

hard to say → In my eight years as vice-president, and the year and a half I have had the privilege to be your president, I have seen much and heard even more. But few stories have wrenched me as hard as those about schoolchildren trapped in the evil claw of drugs.

I have seen the tragic devastation that drugs wreak -- seen how they are draining the lifeblood of our best and greatest hope. I have listened to the stories and felt a cold fury surge within me. And I thought about those innocent lives being wasted away on our schoolyards and I decided: This is war. And let it begin here. //

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, character, support from family, faith in God and in one's self. The answer is values. If we want to stop our kids from putting drugs in their veins, 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 today are doing. //

Few events as president have given me as much pride as does this one. For you are all working together, embodying brilliantly the ideal that a successful life must include serving others. You are our hopeful warriors of light in the battle against the lords of darkness. //

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 redeemed, carried a younger boy. When a priest wanted to relieve him of his burden, the boy quietly -- but firmly -- refused. "He ain't heavy," he said. "He's my brother."

The movie was "Boys Town." In 1990 the extraordinary mission of this school continues -- as does the way it inspires 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-esteem and moral values. It is a healing balm that restores lost youngsters physically, mentally and spiritually.

One of the ^{site inspectors} judges said: "At Boys Town 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."

feel good about doing what's right

4

A girl from Chicago said: "I was a bad kid. Fighting. Drinking. Doing drugs. I didn't know any of that was wrong. I know the difference now. And I'm glad I'm finally doing what's right."

And a teenage boy said: "There are lots of holes in my life that were filled with pain. Now I'm going to fill them with joy."

Another place that's finding joy is the Mollie Ray Elementary School, in Orlando, Florida. Its principal, Paul Van Mitchell, is a hero with faith in the commonsense values which have never failed us -- when we've had the courage to live up to them.

It's been called "an ugly neighborhood 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. He has worked with police so that drug arrests become public warnings -- the police storm into school, handcuff the offenders and take them to jail. Bob has transformed the school from one run by three gangs to one with a proud and successful "no-use tolerance" policy.

But it is Bob'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. 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. ///

These are only three stories -- behind each school here today are similar tales of joy and success. I know that with people like you to inspire them, others will follow and move toward our nation's goal of all schools being safe and drug-free.

And with people like you, America's future will be bright beyond our dreams.

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.

* * * *

Staffed
how many? 250
acknowledgements? Sect. Cavazos
11:00am

Roy Nelson
7444

(Hinchliffe/Blessey)
June 1, 5:30 p.m.
DRUGS

PRESIDENTIAL REMARKS: DRUG-FREE SCHOOLS RECOGNITION CEREMONY
MONDAY, JUNE 11, 1990

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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.

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 for this world through education.

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.

But we can't truly have education in our schools until we get the drugs out. //

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We have seen the tragic devastation that drugs wreak -- seen how they are draining the lifeblood of our best and greatest hope. We have heard the stories, have thought about those innocent lives being wasted away on our schoolyards and finally, as a nation, we declared: This is war. And let it 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. //

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Don't Edit
Press release
4/27/70

Press
Release

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The movie was "Boys Town." In 1990, the extraordinary mission of this school continues -- as does the way it inspires 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-esteem and moral values. It is a healing balm that restores lost youngsters physically, mentally and spiritually.

A visitor to the school said: "At Boys Town 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, there's what a teenage boy said: "There are lots of holes in my life that were filled with pain. Now I'm going to fill them with joy." //

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 commonsense values which have never failed us -- when we've had the courage to live up to them.

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Val Peter princ.
Boys town

Sylvia Peter
Site visitor (w)
(512) 978-0184
(512) 947-5050 (w)

Lucille Willis
(512) 206-6770
Site visitor

inspired a community-wide drug program and is part of a task force to combat drugs. //

bold more by 8/3/76 2103/10
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. He has worked with police so that drug arrests become public warnings -- the police storm into school, handcuff the offenders and take them to jail. *Robert* Bob has transformed the school from one run by three gangs to one with a proud and successful "no-use tolerance" policy. *X*

Robert
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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.



OFFICE OF THE SECRETARY
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, SW
Suite 4181
Washington, DC 20202

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Stephanie Blessey

FAX NUMBER: 456-6218

FROM: Charlotte
Gillespie

Please call
401-3030
if you need
additional information

UNITED STATES
DEPARTMENT OF EDUCATION

NEWS

FOR RELEASE
April 27, 1990

Contact: Jane Glickman
(202) 732-4307

CAVAZOS NAMES OUTSTANDING DRUG PREVENTION PROGRAMS

U.S. Secretary of Education Lauro F. Cavazos today named 51 schools as winners in the 1989-90 Drug-Free School Recognition Program.

"The President and the nation's governors have agreed that all schools should be drug free by the year 2000," Cavazos said. "The goal can be achieved, and these schools are leading the way."

Now in its third year, the program honors schools that substantially reduce alcohol, tobacco and other drug use among students. Each selected school has a clear no-use drug policy, established enforcement procedures, and an on-going plan to remain or become drug free.

The 1989-90 winners are located in 25 states and include 42 public schools -- 15 elementary, 12 junior and middle schools, and 15 high schools -- and nine private schools. They were selected from 261 nominations.

Public school nominations came from state departments of education or the National Federation of Parents for Drug-Free Youth (NFP), a non-profit organization with chapters in every state. Private schools were nominated by the NFP or the Council for American Private Education, an umbrella organization of parochial and independent private schools.

-MORE-

-2-

As a first step, nominees responded to some 50 questions that called for descriptions of the school's drug prevention program and their success in:

- assessing the extent of drug and alcohol use;
- implementing and enforcing a no-use policy;
- teaching drug prevention;
- training staff, including working with students who may be at high risk of addiction;
- involving students, parents and the community.

Each nomination form was reviewed by five panelists -- a parent, two educators, a community representative, and a law enforcement official. The panels selected 123 schools for further review.

These schools were visited for two days by an educator and another member of the panel who observed the school's drug prevention activities; met with parents, students, staff, and members of the community; and verified information on the nomination form. Each site visitor submitted a report for review by other panelists.

A steering committee comprised of drug and alcohol preventing experts, parents, educators, and law enforcement officials, met in Washington earlier this month and made final recommendations to the Secretary.

Representatives from the winning schools will be honored in Washington this spring. Each school will receive a plaque and flag commemorating the achievement.

###

NOTE TO EDITORS: A list of selected schools is attached.

**DRUG-FREE SCHOOL RECOGNITION PROGRAM
WINNERS - 1989-90**

ALABAMA

Huffman Middle Magnet School
Birmingham
Principal: Mr. Albert G. Morton
206-838-7610

Hawthorn Junior High School
Vernon Hills
Principal: Mr. Erwin Einhorn
708-367-3220

ARIZONA

Royal Palm School
Phoenix
Principal: Mrs. Mary Beyda
602-864-2883

INDIANA

Emmerich Manual High School
Indianapolis
Principal: Mr. E. Eugene Austin
317-225-3816

FLORIDA

Grove Park Elementary School
Orange Park
Principal: Mr. Dale R. Eichhorn
904-278-2010

KENTUCKY

Warren Central High School
Bowling Green
Principal: Mr. David D. Crowe
602-842-7302

Frostproof Junior-Senior High School
Frostproof
Principal: Mr. Wannis R. Bowen
813-635-2221

LOUISIANA

Norbert Rillieux Elementary
Waggaman
Principal: Ms. Cynthia M. Lasserre
504-436-8336

Mollie E. Ray Elementary School
Orlando
Principal: Dr. Paul V. Mitchell
407-295-6033

Catholic Elementary of Pointe Coupee
New Roads
Principal: Dr. Jacqueline C. Lewis
604-638-9313

Haines City High School
Haines City
Principal: Mr. James R. Partain
813-422-6415

John James Audubon Elementary School
Kenner
Principal: Mrs. Marie Carroll
504-466-9526

IDAHO

Irving Junior High School
Pocatello
Principal: Mr. Frank Thomas
208-232-3039

MINNESOTA

Glyndon-Felton High School
Glyndon
Principal: Mr. Kent Hjeltnad
218-498-2263

ILLINOIS

St. Mary School
Buffalo Grove
Principal: Sister Ann Busch
708-459-6270

St. John the Baptist
New Brighton
Principal: Sister Mary Gwendolin
612-633-1522

Clear Springs Elementary School
Minnetonka
Principal: Mrs. Linda S. Saukkonen
612-934-3993

**DRUG-FREE SCHOOL RECOGNITION PROGRAM
WINNERS - 1988-89**

MISSISSIPPI

Central Elementary School
Gulfport
Principal: Mrs. Linda F. Kremer
601-865-4542

Bayou View Junior High School
Gulfport
Principal: Mrs. Ellen Walker
601-865-4533

Kate Griffin Junior High School
Meridian
Principal: Dr. Linda Guin
601-484-4073

MISSOURI

Brown Elementary School
Florissant
Principal: Mr. John Gruender
314-837-6560

Jefferson Junior High School
Columbia
Principal: Dr. Roy Willard
314-886-2660

NEBRASKA

Boys Town High School
Boys Town
Principal: Dr. Patrick T. McGinnis
402-498-1800

Christ The King Catholic School
Omaha
Principal: Dr. Barbara Brundo
402-391-0977

Wegner Middle School
Boys Town
Principal: Mr. John Downs
402-498-1820

Gering Junior High School
Gering
Principal: Mr. Frank Craft
308-436-3123

Creighton Preparatory School
Omaha
Principal: Mr. James W. Rouse
402-393-1190

NEW JERSEY

Ocean Township High School
Oakhurst
Principal: Dr. John Connelly
201-631-5650

NEW YORK

Katherine A. Deasy Elementary School
Glen Cove
Principal: Mrs. Francine Zausmer
516-789-7316

OHIO

Eastmoor Middle School
Columbus
Principal: Mr. Phillip L. Hobbs
614-365-6166

Alfred Holbrook Elementary School
Lebanon
Principal: Mr. R. Stuart Long
513-932-0999

Berry Intermediate School
Lebanon
Principal: Mr. Dale A. McVey
513-932-0999

William McKinley Elementary School
Willoughby
Principal: Mr. Donald Schonauer
216-942-1826

OKLAHOMA

Stilwell High School
Stilwell
Principal: Mr. Roger Kester
918-696-7276

West Mid High School
Norman
Principal: Mrs. Elizabeth Hedrick
405-366-6918

**DRUG-FREE SCHOOL RECOGNITION PROGRAM
WINNERS - 1989-90**

OREGON

Oceanlake Elementary School
Lincoln City
Principal: Mr. Robert E. Anderson
503-994-5296

Pflugerville High School
Pflugerville
Principal: Mr. Larry Bradley
512-251-2238

UTAH

Alameda Elementary School
Portland
Principal: Mr. Charles F. Nakvaell
503-288-6035

Murray High School
Murray
Principal: Mr. Richard R. Tranter
801-264-7460

PENNSYLVANIA

Neshaminy High School
Langhorne
Principal: Mr. Richard Evans
215-752-6412

Lehi High School
Lehi
Principal: Mr. Russell R. Felt
801-758-3535

RHODE ISLAND

North Providence High School
North Providence
Principal: Mr. Louis A. Lanni, Jr.
401-353-3852

VIRGINIA

Virginia Episcopal School
Lynchburg
Principal: Mr. Charles F. Zimmer
804-384-5221

Cranston High School West
Cranston
Principal: Mr. Edward L. Rondeau
401-785-0400

Homer L. Hines Middle School
Newport News
Principal: Mr. Bob C. James
804-599-5925

TENNESSEE

Frayser Elementary School
Memphis
Principal: Mrs. Rosemary Bennett
901-357-3540

Franklin High School
Franklin
Principal: Mr. Samuel B. Jones
804-562-5187

TEXAS

Crockett Junior High School
Odessa
Principal: Mr. Robert C. McCarley
915-332-1451

WASHINGTON

Cheney Junior High School
Cheney
Principal: Mr. Ronald Van Horne
509-458-5285

WISCONSIN

Crockett Elementary School
San Marcos
Principal: Mrs. Pat Curtin
512-353-5790

Roncalli High School
Manitowoc
Principal: Mr. Richard Peters
414-682-8801

ABOUT THE RECOGNITION PROGRAM

The Drug-Free School Recognition Program was established in 1987 to focus national attention on successful drug prevention efforts in schools. It is a competitive evaluation and award program to identify and recognize public and private elementary and secondary schools whose comprehensive prevention programs have succeeded in preventing or reducing student substance use. The goals of the program are to focus national attention on drug prevention efforts in schools; to demonstrate by example that drug-free schools can be achieved and maintained by communities that strive for them; and to offer models of successful prevention programs that other school systems can emulate.

The overall framework for the program is provided in the Department's publications *What Works: Schools Without Drugs* and *Drug Prevention Curricula: A Guide to Selection and Implementation*. In addition, a Steering Committee appointed by the Secretary of Education and consisting of experts in alcohol and other drug prevention, parents, educators, and law enforcement officials provides guidance and advice on all aspects of the program. (See Appendix B for names of Steering Committee members.)

Each year, in early summer, the Secretary announces the program to the governors and chief state school officers (CSSO) of the 50 States and the District of Columbia. State departments of education (including the District of Columbia), the National Federation of Parents for Drug-Free Youth (NFP), and the Council for American Private Education (CAPE) nominate schools.

Cooperation with the nominating groups has been a critical part of the Drug-Free School Recognition Program. Both the CSSOs and the NFP coordinators are responsible for establishing and carrying out the nomination procedures in their States. CAPE, through a network of private school organizations, facilitates the private school nomination process. The quality of the nominations to the Department depends upon the groups' review procedures and decisions. The Drug-Free School program staff works closely with State liaisons to ensure that the goals of the program are communicated accurately to local school officials.

The next step in the review process is the convening in early January in Washington, D.C., of the national review panel to recommend the most promising schools for site visits. (Appendix C lists the 1988-89 review panelists/site visitors.) Each review panel consists of five persons: an administrator, teacher, parent, law enforcement official, and a community representative.

The nominating form requires each school to document its approach to meeting seven indicators of success derived from policy guidelines contained in *Schools Without Drugs* and *Drug Prevention Curricula: A Guide to Selection and Implementation*. No specific standards are set for the indicators since there is no single formula for success and a variety of approaches is possible within each indicator. The site visitors judge the overall quality of each school's drug prevention effort on how well its program and activities are tailored to school/community circumstances and its success in meeting those needs. Schools are encouraged to solicit broad staff and community participation in completing the nomination form.

Nominated schools must have a program that has been in place long enough to have been *proven* successful. This success must be based on evidence that demonstrates prevention or a significant decrease in the incidence of alcohol, tobacco, and other drug use and results in a climate conducive to remaining or becoming drug free.

Each review panelist serves a dual role as a site visitor. The purpose of the visits is to clarify and amplify information provided in the schools' nomination forms. Each on-site visit is conducted by a two-person team spending two days in each school and community. Each visit includes a tour of the school building; interviews with students, teachers, administrators, parents, support staff, and local law enforcement; documentation of any unique or outstanding ideas not covered by the program criteria; observations of informal settings before, during, and after school (i.e., between classes, during lunch, physical education, activities after school, and rap sessions); and careful observation of the classes or activities in which drug education is addressed. A site visit report is prepared by each team member.

In early April, the review panelists reconvene in Washington, D.C., to discuss site visits. The panelists review the schools' nomination forms again and the site visit reports and seek clarification from the site visitors, if necessary, before making their recommendations of schools to be recognized to the Steering Committee. The Steering Committee's approval depends solely on the extent to which the schools provide evidence of successful performance on all seven indicators of success.

Based on this performance, the committee recommends schools to the Secretary for national recognition.

The 1988-89 recognition winners came from 24 States and the District of Columbia. They include 23 high schools, 12 junior high and middle schools, and 12 elementary schools. The communities in which the 47 schools are located reflect the full diversity of the American economic and ethnic experience.

President Bush was the host for a White House Ceremony on June 19, which honored the winning schools. In his speech commending the schools, the President said:

As I look around here today, I see some of the top commandos in the war on drugs—our teachers, principals, community leaders, parents, and students. You're the ones winning this war because you are the ones looking to tomorrow. You're the ones who know that it takes a clear mind to get a good education and lead a productive life. You understand that these students have a right to learn in drug-free schools.

... there's one last lesson all Americans can learn from the courage and commitment and, yes, the downright stubbornness of each of these heroes here today who never gave up. Every school in this country can be safe and drug free.

SUCCESSFUL PREVENTION STRATEGIES

Although the problems caused by drugs extend into every corner of our communities, it is critical that efforts to prevent drug use center in schools. Children spend much of their time at school, and for students with difficult home environments, school can be a safe haven and a place to develop caring relationships with responsible adults. Schools also are major influences in helping young people develop standards of right and wrong.

To date, at least 39 States require substance abuse education and 32 States provide minimum curricula standards. Research shows, however, that education alone is insufficient. The most effective drug prevention efforts enlist the contributions of parents, students, and communities working with schools in a comprehensive, coordinated approach.

The Drug-Free School Recognition Program was formed in 1987 to seek out and honor schools that have developed exemplary programs to combat student drug use. Although schools recognized for excellence in drug prevention education bring unique perspectives based on their own needs, there is a common core of experience and approach upon which each school draws. This common core forms the basis of the Drug-Free School Recognition Program's "indicators of success"—the seven criteria by which nominated schools are judged.

Recognition and Assessment of Drug Problems

Recognition of a problem and assessment of the extent of alcohol, tobacco, and other drug use among students is the first task and the one that provides a basis for all subsequent planning and program development. Assessment can provide information about the type and severity of drug use among students and it can point to areas of community cooperation and coordination.

Most recognized schools use an anonymous survey to gather information from their students. For example, administrators at Roosevelt Vocational School in Lake Wales, Florida, conducted a survey in all classes. Students were questioned about attitudes and opinions regarding the use of alcohol, tobacco, and other drugs, their use of these substances, information on the effects of drug use, and the students' familiarity with available resources for help. Using the information gathered in the survey, a school team developed education and intervention strategies geared to Roosevelt's unique needs.

Kailua Intermediate School in Kailua, Hawaii, used two assessment methods. First, a 60-item survey of alcohol and other drug use was conducted among 377 eighth graders. Then, health teachers and other personnel conducted an informal observational assessment of drug use designed to guard against student underreporting of marijuana use. The information gathered was evaluated and used to extend and change the school's existing anti-drug program.

Setting and Enforcing Policies

Clear and specific rules regarding alcohol and other drug use that include strong corrective actions are at the heart of school-based drug prevention efforts. These policies should specify what constitutes a drug offense and state the consequences for drug possession, use, or sale. In addition, the policy should be widely publicized to students, parents, and the community.

Personnel from Hastings Middle School in Hastings, Minnesota, worked with students, staff, parents, and community organizations to develop a drug prevention policy in the 1970s. They began with a firm understanding that drug and alcohol use would not be tolerated on school grounds or at school-sponsored activities. The policy is grounded in the clear notion that there is "no such thing as responsible use," and that the efforts of the entire community are needed to keep youngsters drug free.

MacArthur School, Washington, D.C., is connected to a psychiatric hospital and prepares students for reentry into traditional schools. MacArthur makes regular and frequent use of the techniques of both Alcoholics Anonymous and Narcotics Anonymous, and its students, all of whom are considered at-risk, attend meetings of both organizations.

Student Involvement

Activities that encourage students' active participation in promoting an environment free of alcohol, tobacco, and other drug use are key for successful drug prevention programs.

Operation SAND (Student Activities Not Drugs) is credited with making Spingarn Senior High School in Washington, D.C., a safe haven for its students. Members of SAND act as peer counselors, conduct group counseling sessions in their own private "rap room," and encourage all students to shun activities where drugs and alcohol are used.

Newton County High School in Covington, Georgia, has a student group, TAD (Teenagers Against Drugs), which sponsors drug-free activities and conducts drug education programs in other local schools. Finances for TAD's activities are partly provided by local service clubs. In addition, the principal meets with 25 parents, one from each of Newton's classes, and members of the school booster organizations in an effort to keep lines of communication open in sharing information and offering assistance.

Parent Involvement

Parents must take an active interest in their children's behavior and provide the guidance and support needed to help youngsters resist drugs. In addition, parents can work with the school in its efforts to fight drugs by encouraging the development of strong no-use policies, planning and chaperoning school-sponsored activities, and communicating regularly with the school regarding their children's behavior.

Because the school is part of the larger community, it is also necessary to gain the support and assistance of the community in making the school's anti-drug policy and program work. Successful schools have developed collaborative arrangements in which school personnel, school boards, law enforcement officers, treatment organizations, and private groups work together to provide necessary resources.

For example, Santa Rita High School in Tucson, Arizona, has an incorporated parent group, Parent OUTREACH, that meets monthly and acts as the liaison between the school and families in the community. The group works closely with a local mental health facility in providing services to parents that include workshops on parenting skills and how to identify the signs and symptoms of drug use.

Community Involvement

Drug use among youth is a community problem as well. Schools need to engage community support and assistance to make anti-drug policies and programs work. Collaborative arrangements in which school personnel, school boards, law enforcement officers, treatment organizations, and private groups work together to provide necessary resources have been effective in the communities of many Recognition Program schools.

The La Mesa, California, Chamber of Commerce and the Parkway Middle School joined together to create a program called Bridges that provides part-time, after-school jobs and counseling for at-risk students. Each student is paired with an adult from a local business who tutors the student and encourages him or her to stay in school and succeed in life and work.

Many schools require students and their parents to sign a statement, often called a student conduct code, acknowledging that they have read and understood the school's anti-drug policy. New Providence High School in New Providence, New Jersey, goes a step farther and requires students and their parents to sign a compliance agreement as a condition of participation on the school's athletic teams. Violations of the agreement result in the athlete's dismissal from the team and revocation of all athletic honors. In addition, New Providence's ban on smoking on school premises applies to visitors, parents, and staff, as well as students.

Teaching Drug Prevention

A comprehensive curriculum for kindergarten through grade 12 teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs can be an important adjunct to a school's prevention program. Curricula may be commercially prepared, locally developed, or adapted from existing material. The curriculum should be appropriate for the school's drug problem and grade levels.

Many Recognition Program schools use commercially produced drug prevention curricula, modifying them to accommodate the school's own philosophy and unique approaches.

St. Gregory the Great Elementary School in Hamilton Square, New Jersey, has infused drug education throughout its curriculum, particularly in classes that stress values and health. The curriculum was developed with a priority on strengthening students' feelings of self-worth and their respect for life. Topics covered include making healthy decisions, appropriate use of prescription drugs, the effect of emotions on health, problem solving, and alternatives to drug use. For example, in sixth grade, "Preparing for Adolescence" emphasizes peer pressure, the pressure to conform, and feelings of inferiority that many students experience. This class helps students understand the emotions that are so prevalent in their age group. Teachers of all grade levels make use of prevention materials, such as books, pamphlets, coloring books, and videos.

Banks High School in Banks, Oregon, developed its curriculum based on an assessment that pointed to casual, moderate drug use by large numbers of productive and successful students. The curriculum stresses enhanced self-esteem, improved interpersonal relations, reduced peer influence through coping skills, and information on drugs. Although most of the curriculum is taught through the school's health classes, alcohol and other drug prevention components are taught in history, English, biology, family living, and driver's education classes.

Staff Development

Teachers should be knowledgeable about drugs, personally committed to opposing drug use, and skilled at eliciting participation by students in drug prevention efforts. Ongoing training for all members of the staff—administrators, teachers, and support personnel—should focus on up-to-date accurate information and help staff identify and respond to drug-related problems. Special training in working with at-risk students, and a familiarity with referral resources, also can be important in some school settings.

Staff members at Scotia-Glenville Junior High School in Scotia, New York, attend conferences and regional programs related to drug prevention. In addition, they attend extensive inservice training programs that include techniques to develop positive self-esteem. The school's student assistance counselor receives ongoing training in emerging drug issues and improved counseling strategies.

Spring High School in Spring, Texas, holds mandatory inservice drug awareness training for all staff members, including bus drivers, custodians, and cafeteria workers. Working with a local medical school, Spring has a Teachers As Counselors (TAC) program to identify and work with students at risk of becoming drug users.

A cooperative effort among the sheriff's office, the elementary school, local service organizations, and the area's ministerial alliance in Live Oak, California, resulted in the removal of the open air drug market that was operating two blocks from the school.

The community in Libertyville, Illinois, is involved through a parent group at Libertyville High School that was founded specifically to help increase parent communication and knowledge about drugs. Another community-sponsored group, CASA (Community Alternative to Substance Abuse), which is a committee of parents, school personnel, and area residents, provides drug information programs and sponsors drug-free teen activities. As with all the winning schools, Libertyville High School depends on outside support to help keep it drug free.

The following section highlights innovative approaches to the seven indicators of success from the 47 winning schools in the 1988-89 Drug-Free School Recognition Program.

(Hinchliffe/Blessey)
June 1, 5:30 p.m.
DRUGS

PRESIDENTIAL REMARKS: DRUG-FREE SCHOOLS RECOGNITION CEREMONY
MONDAY, JUNE 11, 1990

Thank you, Secretary Cavazos. To all of you out there: students, parents, teachers, and friends -- I'm delighted to welcome you to the White House. And a special greeting to all of you principals.

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.

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 substantially 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. //

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. 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.

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." //

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 commonsense 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. 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. ///

Today we honor these 3 schools and 48 others from across our country, selected from hundreds nominated by public and private education groups. You winners 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.

Because I am proud of you. Congratulations -- and thanks --
from the bottom of my heart. ///

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. 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.

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.