

Originally Processed With FOIA(s):

S

FOIA Number:

S

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

---

**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

---

**OA/ID Number:** 13759  
**Folder ID Number:** 13759-008

---

**Folder Title:**  
Drug Free Schools 6/7/91 [OA 8324] [3]

---

---

Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>21</b>	<b>4</b>	<b>5</b>

---

Team 12

U.S. DEPARTMENT OF EDUCATION

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM

SITE VISITOR'S REPORT

School Name Red Cloud School IDNUM 4DFSDH1-P

City Pine Ridge State S. Dakota

Site Visitor Dorothy Miller Dorothy Miller  
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information contained 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.

**CONTEXT STATEMENT**

Briefly describe the nominated school, its "drug-free" school program and the community it serves as the site visitor sees it. Limit your statement to this page only.

Red Cloud School, founded in 1888 by the Jesuits, consists of a pre-school (Montessori), an elementary (grades 1-4), a middle (5-8) and a high school (9-12). It is located on the large Oglala (Sioux) Indian Reservation about five miles from the town of Pine Ridge, South Dakota. This is one of the largest towns where the Bureau of Indian Affairs is located as well as the Tribal Court, the Board of Education, the police station and the jail. The Oglala (Plains Indians) are the second largest tribe in the U.S. and the poorest. Therefore, the only tuition cost to the students is a \$30 registration fee. The industries in the area are limited to work in schools, health agencies, construction and a few local stores.

About 12% of Red Cloud's graduates attempt to go to college and many go into the military. The high school challenge, therefore, beyond the drug intervention/prevention program, is to educate these students to become productive citizens. They provide vocational/technical training with this intention.

The superintendent said that the drug program is essential at Red Cloud because the drug problem "is pervasive, the fabric of the backdrop" for every student in the school. Although it is illegal to sell or possess alcohol or drugs on reservation land, the bordering towns sell alcohol. There are even bootleggers on the reservation. If the student's immediate family is not using, another part of the family or a neighbor will be. This environment of high risk children of alcoholics (COA) is the milieu in which every teacher is aware of working. For this reason Red Cloud employs 3 counselors and a chaplain for the high school and 2 counselors plus a chaplain for the grade schools. Realizing the need to start TAOD prevention/education early, the school has concentrated their curricular efforts at the elementary and junior high level where they have been using one commercial program for 5 years and have added another school-wide commercial program to augment the high school's health and theology class instruction.

Because of the impoverished home life and environment of most of the students, the school has the added responsibility of becoming "family" for these students and supplying the basic values, nurturing and building of self-esteem. It does this through the caring atmosphere the teachers and counselors create.

The administrative staff of superintendent, principals and counselors are dedicated to combating the TAOD problem. The teachers and staff share the vision and devote a great deal of volunteer time outside the classroom to this effort. The high school principal, a former Red Cloud teacher, just returned to the school after a four year absence. She took the place of a principal who was very ill during the last months of the 89-90 school year. She is working very hard to improve the school and has turned over the drug program to her able and well-trained counseling staff. The Native American drug counselor summed up the way the drug program fits into the spiritual life of his people by saying, "The Lakota people honor and hold sacred those things which give us life. Leading drug-free lives is one of those things. No one forced alcohol on us. We learned it and taught it to our children. Now we must learn how to get out of it. This becomes a sacred thing."

INDICATORS OF SUCCESS

I. RECOGNIZING, ASSESSING, AND MONITORING THE PROBLEM (10 POINTS)

A. How long has your primary drug prevention education program been in operation?

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated
- Details/Documentation:

The superintendent and the counselor who supervises the TAOD education verified the program's establishment 8 years ago. As funds became available there were several steps in further developing the program during the last three years. The latest component is the addition of another commerical program K-12.

B. What promoted the implementation of your school's prevention program?

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated
- Details/Documentation:

The superintendent told us that when he came eight years ago he saw the need for the program because of the high rate of alcoholism among the parents of the school's Native American students. This puts these COA's (children of alcoholics) at high risk of becoming substance abusers. The school board, which includes Native American parents and grandparents, also strongly supported these efforts.

C. Was there a formal or informal assessment of the tobacco, alcohol and other drugs (TAOD) problem?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

In order to document the need for a TAOD program the school participated in a 1980-82 survey by the Western Behavioral Studies Department of Colorado State University called "Drug Use Among Students: with a Special Report for Red Cloud". This was followed by an update in the spring of '84 and 89-90. Surveys were also made by the School Team Approach (a federal program) from 1986 to 1988. We examined all these surveys.

D. How were the findings of the assessment used to direct or influence the TAOD efforts?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

All the assessments targeted the "enemy" drugs as: alcohol, tobacco and marijuana-in that order. The results we saw showed that Red Cloud students were above the national average of usage in these areas. They were below the national average in the use of other drugs. The counselor said that these patterns were verified by the faculty and staff observations and reports. Since alcohol was the drug of choice in most homes, most of their efforts were directed toward education/prevention in this area. The Colorado State University report stated, "Fortunately Red Cloud School chose not to ignore the issue."

**E. Compare in chart form and discuss changes to date from your baseline data since program inception.**

- Information presented in the nomination form is:
 

<input type="checkbox"/>	Accurate
<input checked="" type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated
- Details/Documentation:

We saw comprehensive charts and overhead diagrams which showed the patterns of use among the students. The University of Colorado graphics showed a decline in alcohol use among seniors, which was most encouraging to the school.

**F. How are the staff, students, and school community kept informed of the results of the school's assessment of the TAOD problem?**

- Information presented in the nomination form is:
 

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated
- Details/Documentation:

Because of the dedication and concern of this staff there is constant feedback on the school's assessment of the TAOD problem from the counselors, assistant principal and the chaplains. The school board includes Native American parents and grandparents who are cognizant of the TAOD problem and are interested in the effectiveness of the program. The students hear about TAOD in classroom discussion. The parents are informed in parent conferences and through the networking on the reservation.

**II. SETTING, IMPLEMENTING, AND ENFORCING POLICY (20 POINTS)**

**A. What is your school and/or district TAOD policy(ies), including standards, procedures for policy implementation, and consequences for violations?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

There are strong "no use" policies which we saw written in both the elementary and the high school handbooks. These policies assume a particular importance because they reflect the stance of federal law which prohibits sale or possession of alcohol on any Indian reservation property. Because of the cultural background of high tobacco use by Native Americans this policy was added later. The tobacco policies did not appear to be as clearly delineated as the others.

**B. Have the TAOD policies been officially adopted and/or revised?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Docmentation:

Both the superintendent and the counselor said that the drug policy was officially adopted in 1983. Four years ago they put "teeth" into it by delineating the offenses in terms of the school's disciplinary "Steps" to expulsion. They included mandatory evaluation, counseling and/or treatment. The latest revision was to include tobacco. The policies are continually reviewed and revised as needed.

C. What is the policy or administrative guideline to ensure that all components and constituents of the school, community, and district understand their roles and responsibilities in the application of the TAOD policies?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Because of the tribal and federal prohibition of alcohol on Indian reservations everyone knows about the "no use" policies of the school. The handbooks which we examined at the elementary, junior high and high school contain the policies. These are reviewed with faculty and students each fall. In addition, there is a separate handbook for every sport and activity. Again the policies are explained to these small groups of parents and students before the student is permitted to enter the sport or activity. The superintendent said they are now keeping the problem "outside the cattle gate" because the students know that they will have to go "through the whole process" if they dare to use on campus. The students we talked to knew the policy well!

D. Do athletics and/or co-curricular activities have a unified set of rules or a policy that address TAOD?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The athletic director told us about the separate handbooks for each sport and activity in the school. Each one we examined contained the drug policy. No student is permitted to participate in a sport, activity or club until he/she, along with parents, has met over a pot-luck supper with the coach or sponsor who carefully explains the TAOD policies and penalties. Then, right at that meeting, the parent and student sign a sheet as evidence of understanding the policy. The principal showed us some sheets of these signatures.

E. Does your school have an open or closed campus?

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

This is a closed campus school from pre-school to twelfth grade. All of the children are bussed or driven privately to the school. We saw busses arriving from all over the reservation. There are no local school "hangouts" because the school is far from town and the children come from widely scattered districts of the reservation.

F. How far and under what conditions does the school extend its jurisdiction and its authority to enforce the TAOD policy?

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

The policy makes it clear that all campus and school-sponsored activities off campus are covered by the policy. The handbook also includes a statement of prohibition of use which covers bus transportation. The assistant principal said the athletes are diligent about "no use" 24 hours a day during their sports seasons.

**G. Does the school prohibit smoking and other use of tobacco products by students in school, on school grounds, or at school-sponsored activities?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Because of the cultural background of high tobacco use in the family, tobacco use by students, though stongly prohibited, is an area of concern among the administration and faculty. The high school biology teacher, for example, places special emphasis on teaching the dangers of oral cancer from chewing tobacco. We learned that, though prohibited, smoking takes place in the bathrooms - the next target for action by the school. The principal honestly admitted that the supervisory structure is weak in the lavatories. I detected smoke in the girls' bathroom.

**H. What methods are used to ensure that TAOD policies, practices, and consequences are in compliance with federal, state and local laws?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The superintendent told us that there is an attorney for the school who checks all policies. The tribal court has also approved of the policies. This school has to comply with federal, state, county, tribal and Jesuit jurisdictions!

**I. What methods are used to ensure that TAOD penalties are applied uniformly, fairly, and consistently?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Because of the legal ramifications of all the governing bodies under whose control the school exists, there is a very high sensitivity to "due process". We heard about the case of a mother who used the tribal court system to have her child reinstated.

**J. What is the typical disciplinary response for the following incidents on school property or during school sponsored activities? (1st and Repeat Offense)**

- Possession of tobacco products
- Smoking and other use of tobacco products
- Possession of alcohol
- Possession of drugs
- Sale of alcohol
- Sale of drugs
- "Under the influence"

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The procedure was explained to us by the assistant principal and the counselor as follows: students who are suspected of TAOD use are referred to them. If found guilty, they are driven home where the parents are informed and told that the student can not return to school unless the parents accompany him/her to a conference. An evaluation is made and the student is placed in a 4-session drug education course or referred for professional assessment or treatment.

K. Are the district policy and school practices publicized to the community at large?

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

In talking to various segments of the community we learned that the school drug policies and program are well known. The community learns about them through the local newspaper, local radio station, tribal court and school newspapers which are widely distributed.

L. Are there procedures for staff reporting students possessing, using, selling, and 'under the influence' during school?

- Information presented in nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

The teachers we talked to know that they are to refer all cases to the assistant principal or the drug counselors. We saw the referral forms which the high school assistant principal keeps on file. We also spoke to support personnel. The school secretary and the custodian knew the procedure.

- M. What process or structure, i.e., student assistance team, core team, or similar group, is in place through which students may seek assistance without prejudice from the school concerning TAOD issues? What TAOD support and prevention groups are available to students?

- Information presented in nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

There is a high level of trust among the students in their Native American counselors and the teachers of the religious orders who instruct and counsel them. Confidentiality is assured. The available support groups are Youth Enjoying Sobriety and Teens On the Road to Chemical Health, sponsored by the South Dakota High School Activities Association. The counseling staff recognized the need to establish its own aftercare program on campus, using the twelve step model, because of the distances that must be traveled to these other groups. Aftercare was also a request by the school board.

- N. Are "interventions" held with students/parents of students who display behavior commonly associated with TAOD involvement?

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

The parents are immediately involved the the students' substance abuse interventions when the counselors take the abusing students home. At this time a conference is arranged requiring the parent to bring the student. We visited Project Recovery in town. This is a federal funding agency which arranges for the students to go to treatment centers. The person in charge told us that she has seen a positive change in the cooperation of the Red Cloud parents since the school started its TAOD program.

0. **What procedure is in place to assist students who re-enter school from suspension, expulsion, or treatment/rehabilitation?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The school cooperates fully with the treatment center by sending assignments, etc. The teachers work with the students on their return so that they can resume their normal classes. The on-campus aftercare program to help the returning students was also requested by the school board. The parent of a student who had returned after treatment substantiated this data. We also heard the story of how one of the counselors drove a group of recovering students to an aftercare program in Rapid City on his own time and after taking them all home to various parts of the reservation arrived at his own home well after midnight. This faculty is committed to the recovery of their students!

**III. DETERMINING CURRICULA, SELECTING MATERIALS, AND TEACHING THE DRUG PREVENTION CURRICULUM (15 POINTS)**

A. How long has the drug prevention curriculum been in place?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

In discussing the curriculum of the whole school it will be easier to address the elementary, junior high and senior high separately. The lower schools have had their curriculum for at least 5 years; the high school for eight. There is constant updating as funds become available; hence the addition of the new commercial program which covers K-12.

B. Is your curriculum state mandated? Is it commercially produced? If so, who was involved in its selection? Has it been modified?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

We ascertained that South Dakota does not mandate a drug prevention curriculum. The three sections of the school are involved in commercial programs. A middle school teacher told us that the homeroom teachers, who requested to teach the course, were permitted to select the programs. Using the commercial program as a base, the teachers have developed scope and sequence by integrating the materials to meet the needs of their students.

C. Was your curriculum locally developed?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

We examined the materials in the "Chemical Dependency" course room in the middle school. The teachers have cross-referenced two programs into their curricula and use supplementary materials which we examined. The lower elementary schools have done the same. The high school is just starting the new commercial program to supplement the locally developed instruction through the health and theology classes.

**D. How is a clear "no use" message promoted in the TAOD curriculum and in teaching?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Any material used on the reservation must give a "no use" message. This was evident in all the materials we examined. Besides the formal course work, all of the teachers know that they are teaching COA's and are very dedicated to getting the message of "no use" to their students at every opportunity. The twelfth grade theology teacher told us he confronts the students with the reality of, "Drink and you'll die: in a driving accident, suicide or here on the reservation." We saw many anti-drug posters throughout the buildings and in counselors' offices.

**E. Is drug prevention education taught at all grade levels and in all disciplines?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documantion:

From the Montessori to the high school all teachers are very conscious of their responsibility to teach drug prevention to their Native American students who are almost all COA's. Believing that the future of the Native American population depends on erasing the disease of alcoholism, the school has been developing a strong base for its program in the elementary and middle schools. Puppetry, self-esteem building, etc. are used in the lower grades. From 4-8 a chemical dependency course is taught by the homeroom teacher, who knows the pupils well, for 1 hour/week. In the high school drug prevention is taught in the grade 9 in Health. We saw the unit in the health text. In grade 10 it is taught in Biology. There is a special emphasis on tobacco. In Grades 11 and 12 it is covered in theology. One theology teacher told us she had just shown a video on "peer pressure"; another told us that it is almost a daily topic in his class.

**F. Is your drug education curriculum infused into the content areas?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

We heard evidence of much infusion into the content areas. The chemistry teacher said, "Drugs are chemicals. Of course I teach about them." He proceeded to show us his modern textbook which addresses it. We talked to a high school English teacher who showed us her course outline for a unit on writing a story involving drugs. She starts with library research on the drugs and spends weeks developing the topic before the students actually write their stories. She developed this unit as part of a drug education course she took from the local community college. Social studies is another area where it is addressed.

**G. What measures are taken to ensure all groups of students, e.g., special education, gifted and talented, technical and vocational are included in the drug prevention education curriculum?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The students are mainstreamed so they are all included in the drug prevention education curriculum from K through 12.

**H. How are students in the school taught to resist peer pressure, build self-confidence, and improve self-esteem?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Recognizing that growing up in dysfunctional families creates the need for the building of self-esteem and self-confidence, the school uses every opportunity to do so. Their thrust is three-fold: spiritual, tribal and psychological. There are classes to teach the Lakota language, customs, crafts and dances to instill a sense of identity and pride in these students. The school has its own Indian culture museum on the grounds. The director told me that the students are brought here to help them appreciate their cultural heritage and improve their self-image. Videos, posters and lessons in the commercial program we examined are devoted to these topics. One theology teacher mentioned showing a video on peer pressure the previous day. There are retreats and summer camps which also deal with these aspects.

**I. How do you ensure that all materials used in the TAOD program promote "no-use" and are accurate, up-to-date and age-appropriate?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The commercial programs provide current scope and sequence materials. These are supplemented with current pamphlets, tracts, etc. which we saw in the chemical dependency course room, the library and the counselors' offices. The high school librarian had a good collection of drug education books on the shelves, current materials in the vertical file, books on display, magazines and pamphlets for the students to take. The middle school librarian said that she makes suggestions to the teachers and supplements the funding of materials they buy for the chemical dependency course. The counseling staff also updates materials.

**J. What methods are used to evaluate the effectiveness of the drug prevention education curriculum?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

We examined the biennial formal surveys done by the University of Colorado. The School Team Approach also provides annual surveys. The comments of the Tribal Court judge and the Project Recovery director are good indicators of the effectiveness of the TAOD education curriculum as the community sees it.

**IV. TRAINING STAFF AND ROLE MODELING (10 POINTS)**

**A. What specific TAOD training have administrators, teachers, and support staff received in the past 2-3 years?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

When the TOAD program was started 8 years ago, there was a "saturation" of the administrators, counselors, teachers and staff with professional training. Through the School Team Approach the counselors and some teachers attended a week-long training in Wisconsin. In the following years STA came to the campus and did annual staff training and updating. There have been numerous workshops and seminars which counselors have attended by using drug-free funds and raising money to send staff. These trained people then update the others on the staff. The most recent training was several weeks ago when a local, well-qualified leader in-serviced the whole faculty for the new program. The drug counselors on staff give training at faculty meetings annually and during the year as needed. Some of the training organizations involved are: Child Protection Team, Circle of Hope, Alcohol and Family Wellness Coalition and the Tribal Health Organization. We were impressed by the training of individual teachers who used TAOD language like "enabling" etc. comfortably. The faculty came to this school knowing the need for classroom TAOD teaching to try to rescue the COA's in their classes.

**B. Is there a program or process in place for TAOD training of new teachers and employees to the district or the building?**

- Information presented in the nomination form is:

<input type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input checked="" type="checkbox"/>	Understated

- Details/Documentation:

The two drug counselors do TAOD training every fall in faculty meetings. The effectiveness of this training was indicated by one parent's comment, "The positive attitude of the faculty and staff are the strongest factors of the school." He then told us he had transferred his child here because the faculty does such a good job of teaching the "wholeness" approach. His elementary school child came home talking about his TAOD education in third grade. The awareness of the office staff was evident when we questioned the school secretary. She has had much experience in referring "suspicious" students to the assistant principal. He also verified her expertise in "spotting" them.

**C. How do you ensure that, with a constantly changing TAOD knowledge base, personnel learn new information and remain up to date?**

- Information presented in the nomination form is:

<input type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input checked="" type="checkbox"/>	Understated

- Details/Documentation:

The counselors are very active in TAOD prevention organizations and keep the faculty and staff updated on new information. The librarians of the middle and high schools told us they work with the teachers in suggesting and securing new information. We noticed Health magazine in the high school library rack. We also saw materials on Fetal Alcohol Syndrome, a severe problem among the Native American population.

**D. Who conducts the TAOD program and the specific aspects of the program?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |
- **Details/Documentation:**

In the high school there is a male and a female counselor who work with the head counselor. All have extensive backgrounds in TAOD education, training and experience. The male drug counselor teaches the TAOD education sessions and oversees the high school program. In the lower school there is a highly qualified counselor who teaches some of the TAOD classes and supervises the whole program. Both chaplains of the school are involved in counseling. The principal of the elementary school told us that the school nurse is also a part of the "team".

**E. Who serves as the TAOD Coordinator?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |
- **Details/Documentation:**

The head counselor in the high school coordinates the TAOD program. He has a degree in guidance and psychology plus extensive training through many drug education workshops. The lower school program is coordinated by the head counselor of the middle and elementary school. He has degrees in human services and theology. He serves in the Native American Department of a national drug-free school center which develops TAOD curricula. There is a great deal of cooperation and exchange between all the schools on campus.

**F. What is done to promote positive "drug-free" adult role models for students?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The Jesuits and nuns who teach are positive role models of a drug-free lifestyle. The Native Americans on the staff model the fulfillment of the hope that the students can have to better their lives. The superintendent told us that after the "crackdown" on student smoking, the faculty decided that they should be better role models and also voluntarily stopped smoking in all buildings on campus. Only 4 of them are left who smoke and they must do so outside the buildings. We witnessed that even the school board, with its Native American members whose culture includes tobacco, took its "smoking break" outside during their evening meeting, although no students were present. The counselors and teachers have been active in fund-raising to help provide money for the busing of teams and other student programs. The pupils know this is to help provide them with drug-free activities and support groups.

**G. What are the policy and practices concerning TAOD speakers, programs, and the role model(s) that are presented to students? Is there any use of recovering addicts?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The superintendent and counselors told us that they use TAOD speakers and programs provided by Shannon County. They also use well-known drug-free sports figures as speakers at the athletic banquets. The principal mentioned the use of Native American speakers as good role models for the students. For instance, medicine men from the community are invited to speak on "wellness". No recovering addicts are used.

H. Does the school have a tobacco/smoke-free workplace for employees?

- Information presented in the nomination form is :

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- Details/Documentation:

No smoking is permitted in the buildings. We saw "No Smoking" signs posted in all the buildings. Many of the faculty have stopped smoking. Only four smokers remain and they must smoke outside the building. The custodian's office was also "smoke-free".

V. INVOLVING STUDENTS IN DRUG-FREE ACTIVITIES (15 POINTS)

A. What is the level of participation in the various co-curricular activities?

- Information presented in the nomination form is:

<u>      </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>  X  </u>	Understated

- Details/Documentation:

In a drug-use survey which also asked for involvement in school activities we ascertained that 80% of the student body participate in various co-curricular activities. This figure was verified by the assistant principal.

B. Identify and describe the characteristics of student activity programs that send or promote a "no use" message.

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Because of the TAOD situation among these Native American students all of their activities send a "no use" message. All of their activities are also alternatives to drug involvement because they keep the students engaged in healthy pursuits instead of returning to dysfunctional homes. We inquired about the SADD program and learned that it definitely promotes a "no use" message. The TAOD coordinator specifically mentioned that this was discussed at the last SADD leaders regional workshop. Besides TORCH and YES, Alateen is available. There are sobriety dances held at both middle and high schools. There is a peer counseling program. Red Cloud participates in Blue Ribbon (like Red Ribbon) campaigns, radio panels, walk-a-thons, jump-a-thons, etc. Their TAOD activities even extend over the summer at a Cultural Growth Youth Camp in the Black Hills. During Lent the students have been wearing wooden squares inscribed with their names as medallions when they attend religious events. This is to teach the "brokenness of man". On Good Friday these will all be assembled into a heart shape in chapel to teach the wholeness.

C. What are the specific co-curricular activities/programs for students?

\* which is possible in brotherhood: Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Despite the fact that students are bused from great distances, many activities are provided to keep them in a drug-free environment. Besides sports (many basketball trophies) there is a drama group which has won state awards, recognition by the Governor, & TV coverage. Their Arts magazine (journalism & art) placed first in competition. There is a Rodeo Club, Indian Dance and Culture Club, Catholic Youth Organization, bowling in competition and a Speech Club. Other activities include: Student Government, a National Evangelism Team, Big Brother/Sister tutoring, and a mime group which performs in the community. The Summer Youth Culture Camps which are attended by Red Cloud students have grown from 340 to over 1,000.

**D. What type of recognition do students receive?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

According to the TAOD counselor, powwows are one of recognizing the "good the students do." The school has taken advantage of the cultural "rites of passage". One week before graduation a Senior Powwow is held to honor the seniors. An eagle feather attached to a medicine wheel made of porcupine quills with a cross in the center is presented to the boys. An eagle plume attached to a medicine wheel is given to the girls. This is the positive image to which the younger students aspire. We saw tee shirts which were given as awards to the students. The Drama Club went to state and was on TV with an original Native American "Iktomi" (myth) skit. They were asked to perform this at a "Reconciliation" gathering sponsored by the state of South Dakota.

**E. Is there a common theme or symbol that ties together all co-curricular activities to promote publicly drug-free/"no use" as a standard and a value?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

The principal and TAOD counselor explained the school's logo to us. Their students are called the "Red Cloud Crusaders". The logo used for all their activities, including TAOD programs, is a buffalo skull with a Sioux Indian (a "Crusader") on horseback on top of it. The skull, used in ancient rites as an altar, is stuffed with sage. The buffalo was sacred to the Lakota people as a symbol of survival because it represented food and shelter. Today becoming drug-free means the survival of the individuals and the race. We saw a poster from the Oglala Sioux Tribe which also summed up the attitude we observed throughout the school: "So that these children may live!"

**F. Are there opportunities for students to develop leadership skills and/or participate in drug-free leadership training programs?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Many retreats are held for the students which include leadership training. We saw posters for the upcoming one at Storm Mountain. The summer camps provide such training, too. The students are involved in planning these activities. The Big Brother/Sister groups teach leadership, as well as the campus ministries conducted by the students. The promising students are identified early and "mentored" through high school. Red Cloud takes part in the "Upward Bound" program to prepare students for college.

**VI. PROMOTING PARENT INVOLVEMENT AND PROVIDING PARENT EDUCATION (15 POINTS)**

**A. What drug prevention awareness and education, i.e., facts, symptoms, and effects are in place to help parents recognize drug involvement and respond appropriately?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

One of the most moving experiences we had was talking to a single parent who shared openly her own recovery and that of her oldest son, a student at Red Cloud. Not only was she very much aware of the drug policy of the school, but repeatedly expressed appreciation for all the help the counselors and teachers have given her and her sons. She described the process by which her son went into treatment and the loving concern with which he was reinstated. She mentioned the school's efforts to teach self-esteem and the help parents receive in individual, free counseling by the TAOD counselors. She summed up the feeling of the parents by saying, "I know I'm not alone. This school is my support system." There is also support and drug awareness education for the parents through tribal programs. We saw some of the literature available to them at the Tribal Court building.

B. Is there a "parenting" program available to parents from the school? How many parents were enrolled this past year?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

According to the principal, parental involvement on a reservation is a "touchy" matter. First, there is the economic situation of a lack of transportation because of not having a car or money for gas. Then there is the historic reason left over from when the schools boarded the children and took over the parenting role for the parents. The uneducated parents felt fear for the teachers. The superintendent added that this generation of parents did not learn parenting skills from their parents and now the school is trying to help them. Their attitude is, "You are the professional. It's your job." The school is making inroads into this thinking almost on an individual and small group basis. They meet in frequent parent-teacher conferences, preceding the entry of students into all activities. This reaches 80% of the parents. I heard some of this philosophy being expressed at the school board meeting I attended concerning the teaching of religion to their children.

C. Is there a specific drug-free parent group operational in the school?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The elementary school TAOD counselor gave the best answer to this question when he said, "We have SADD for the students; MADD for the mothers; and the fathers decided that the whole family should be involved so they have started DADD (Dads Against Drinking and Drugs.)" In the cultural context of the Native American family life it is very important for the father to be involved in this "family issue."

- D. Is there an active parent-teacher organization in the school? If so, what is its total membership and what kinds of drug-free programs and efforts does it sponsor or support?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The active parent-teacher organization in the school is the Boosters, comprised of mothers and fathers. They sponsor sobriety dances and socials by chaperoning and providing the food and refreshments. The school board, half of whose membership is parents or grandparents of students, actively promotes and requests TAOD prevention/education programs. There is an AA meeting held on campus to which many of the parents belong. From the crowd of cars we saw on the night of our arrival, it was evident that the meeting was well-attended.

- E. Is there an active drug-free group/council in the school or district providing input and/or TAOD leadership?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Parents are involved in the federal School Team Approach program which is TAOD oriented. There is also networking among the parents throughout the reservation. They sponsor fund-raising activities to provide funds for the TAOD programs. (e.g. concerts with Willie Nelson and Chris Christoferson). These activities are therapeutic for many of the families in learning to be involved in healthy activities.

**F. What specific student drug-free programs are sponsored by parent groups from the school?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

The parents not only host the after-prom party for the school, they help with the retreats, powwows, drug-free sock hops, drug-free school week, concerts, activities with the local radio station and summer camps. The parents raise money to help pay for these activities and help to chaperone them.

**VII. INTERACTING AND NETWORKING WITH COMMUNITY GROUPS AND AGENCIES (15 POINTS)**

**A. What is your school doing to ensure the community, i.e., civic service and religious groups, business, local media, etc. is aware of and acknowledges the TAOD problems and supports the drug prevention efforts of the school?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input type="checkbox"/>            | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input checked="" type="checkbox"/> | Understated   |
- Details/Documentation:

A Shannon County counselor who was visiting the middle school told us that Red Cloud School is recognized as "leaders in the area" for their work in TAOD prevention/education, not only because of their program, but also because of the "team approach" of the whole faculty to "help kids". We talked to the chief judge at the Tribal Court in Pine Ridge. He, too, told us that Red Cloud is a leader in the community. He knew their policy well and approved of the involvement of the parents. The school publishes a newspaper about its activities and uses the local radio station to publicize its events.

**B. Are there any community and school TAOD programs or activities that are co-sponsored or operated in a partnership with the school and/or district?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Shannon County funds are used for Red Cloud's TAOD education. The school also uses the TAOD programs and speakers which the county supplies. The Shannon County counselor told us how good the participation was from the middle and high school teachers in a drug abuse course which the county funded. The local community college gave this course on the Red Cloud campus. We spoke to one of the teacher aides who worked with his wife and the Tribal Health Advocate to establish Alatot, Alakid and Alateen in a neighboring town. Red Cloud students take part in those groups. Red Cloud's superintendent and principals belong to an association of all the reservation's superintendents and principals as well as county representatives. TAOD has been a topic at some of these meetings.

**C. How does the school network with community and social agencies to strengthen its drug prevention efforts?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

An example of good networking is the following story told to us by the superintendent. Two years ago NBC produced a documentary called "Tragedy at Pine Ridge". Through "negative imagery" in the shots they aired as well as comments, they gave a distorted picture of the reservation. The Red Cloud students were offended and with the help of an English teacher they wrote letters of protest. They even made their own video which they offered to a local station. The story was picked up by a national news service and Tom Brokaw, a native of South Dakota, flew several of the students and a teacher to New York to appear on the Today show to tell the other side of the story. The school works closely with the Tribal Health Organization. The Tribal Courthouse had anti-drug posters and literature which reaches the community.

**D. What is the school's relationship with local TAOD counseling and treatment services?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

We visited Project Recovery in Pine Ridge. The director told us the school's education of the parents has had a positive effect on the increased parental cooperation in treatment referrals. Students are referred to these treatment centers: Project Phoenix (tribal treatment center); Our Home Re-discovery and Addiction Recovery Center in S.D. and to "New Beginnings" in Colorado. There is a great deal of cooperation with these agencies and Red Cloud. There is a concerted effort by the agencies and the school to get the parents involved. One of Red Cloud's counselors used to work at the tribal treatment center.

**E. What is the relationship of local law enforcement agencies with the school?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

We met a police officer outside the police station and asked him about the school. He complimented the school on the stand they have taken against drugs. He outlined his procedure for a "DUI" and said he would test the driver, call the parents and make a decision about an evaluation. He happened to be about to start his training for DARE and expects to present it at Red Cloud. The principal stated that the police come if called and cited the example of their coming to take away a former student (expelled) who "hung around" school property. Police help to supervise at school events. The assistant principal said he has seen the police pour out beer which they have confiscated in town.



# U.S. Department of Education

## Office of Educational Research and Improvement

Date: 6/3/91  
# 456-6218 456-7929

To: Dan Mc Graw

From: Jim Better, U.S. Dept of Educ

Number of pages transmitted (includes cover  
sheet): 5

If you did not receive the complete transmission,  
please call 219-2144.

Central Junior High School  
 P.O. Box 220  
 Gulfport, Mississippi 39502-0220  
 601-865-4546

SCHOOL LEVEL:	J	NOMINATION:
GRADE LEVEL :	7th-9th	
WHITE :	30.0%	
BLACK :	68.0%	
HISPANIC :	1.0%	
NAMERICAN :		
ASIAN/PI :	1.0%	
LOW INCOME :	74%	
PREVIOUS YR(S) :		
TOTAL STUDENTS:	798	
DISTRICT CLASSIFICATION:	Large Town	

o Mount Carmel Academy  
New Orleans, Louisiana

Mount Carmel Academy is a private catholic school for young girls. The Academy is surrounded by a community with a high rate of drug use. Drug trafficking from South America and Mexico into New Orleans is at an all time high. The party atmosphere of New Orleans seems that it is Mardi Gras Time all the time. The latest student temptation is the drive through Daiquiri shop where students with false IDs can buy daiquiris by the quart.

With these drug-related surroundings, Mount Carmel Academy is making a difference in their school by keeping it drug free. The Academy has a well defined "no-use" policy in place. The policy is in force 24 hours a day and enforced. This means that a Mount Carmel Academy student cannot use drugs whether she is in school or out of school.

Team 9

U.S. DEPARTMENT OF EDUCATION

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM

SITE VISITOR'S REPORT

School Name Eagle Elementary School IDNUM 4DFWIE1

City Eagle, WS State WS

Site Visitor Glen R. Truax *Glen R. Truax*  
(Printed) (Signature)

Instructions: Please indicate your assessment of the accuracy of the information contained 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.

**CONTEXT STATEMENT**

Briefly describe the nominated school, its "drug-free" school program and the community it serves as the site visitor sees it. Limit your statement to this page only.

Eagle Elementary School is a K-6th grade school located approximately forty-two miles southeast of Milwaukee, WS. The school is unique because it is located in the Palmyra-Eagle School District, one that serves an eighty-square-mile area and is under eight independent governing units in three separate counties. This predominantly rural area has one plastics plant as its major industry. Most of the parents of Eagle students are blue-collar workers. The primary means of adult public socializing appears to occur in one of several local taverns.

The Eagle Elementary School building has wide hallways and an open, friendly feel. The school has self-contained classes, a separate gymnasium, lunchroom, and stage area. A large golden eagle, the school's mascot, is a dominant figure in the front of the building.

Because Eagle is so close to Milwaukee, a beer-brewing capital, significant alcohol-use issues are concerns for Eagle educators. I was impressed by the commitment of Eagle education professionals, the community, and law enforcement. I believe Eagle is an excellent example of a village in small town America that is trying to make a positive difference for its elementary school kids. Some issues are troubling: a district school policy that lists the [REDACTED] contract for life in a parent handbook, mixed messages from two Eagle teachers and one student's response regarding TAOD drug education. Overall, however, Eagle Elementary is exemplary in many areas. The students, teachers, administrators, and law enforcement representatives shared a common goal: Eagle kids will be drug free.

INDICATORS OF SUCCESS

I. RECOGNIZING, ASSESSING, AND MONITORING THE PROBLEM (10 POINTS)

A. How long has your primary drug prevention education program been in operation?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- Details/Documentation:

I found evidence that Eagle Elementary *has* been involved in drug prevention efforts for the last eight years. The documentation was well organized and reflected a comprehensive approach to TAOD education.

B. What promoted the implementation of your school's prevention program?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- Details/Documentation:

The Eagle Elementary school professionals were aware of incidents in the community that suggested a need for increased TAOD education at the elementary level. Local law enforcement was called to make arrests at some summer activities where minors were consuming alcohol. At the high school, some band members were observed drinking alcohol at school functions and some student athletes were suspended from playing because of alcohol use. A better way was needed to deter future TAOD abuse by elementary school age children.

**C. Was there a formal or informal assessment of the tobacco, alcohol and other drugs (TAOD) problem?**

- Information presented in the nomination form is:
- |             |               |
|-------------|---------------|
| _____X_____ | Accurate      |
| _____       | Not Addressed |
| _____       | Overstated    |
| _____       | Understated   |
- **Details/Documentation:**

I found the assessment at Eagle Elementary was predominantly formal. The survey instrument was provided, and I found the amount and organization of findings outstanding. I was given a copy of a "smiley face, frowning face" survey for kindergarten age children. The survey is innovative and excellent.

**D. How were the findings of the assessment used to direct or influence the TAOD efforts?**

- Information presented in the nomination form is:
- |             |               |
|-------------|---------------|
| _____X_____ | Accurate      |
| _____       | Not Addressed |
| _____       | Overstated    |
| _____       | Understated   |
- **Details/Documentation:**

The information was used to greatly increase the resolve and expand the efforts of many members of the Eagle community. A stronger, more unified effort was needed if the trend towards TAOD abuse would be reversed. A local drug abuse-council was formed, and social service professionals were recruited to assist the many Eagle staff members. The message was delivered frequently by many: Help our kids devise a better system, so they can be spared the ravages of drug abuse.

**E. Compare in chart form and discuss changes to date from your baseline data since program inception.**

- Information presented in the nomination form is:

<input type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input checked="" type="checkbox"/>	Understated

- **Details/Documentation:**

The baseline information provided in the original application was understated. I saw evidence of significant increases in student participation. The documentation was more comprehensive than the statistics mentioned in the original application. The two most positive statistics for Eagle were: increased awareness of the effects of alcohol on the body and police contacts with juveniles for TAOD related incidences. Clearly the message is being heard by Eagle Elementary kids.

**F. How are the staff, students, and school community kept informed of the results of the school's assessment of the TAOD problem?**

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- **Details/Documentation:**

I was shown an impressive scrapbook of news releases and brochures. The material showed a commitment to inform Eagle residents regarding TAOD issues. I saw evidence of publicity from the local newspaper, addresses at Lions and Masons club meetings, and local drug council meetings. I was given unsolicited comments on several occasions from teachers and parents. All gave a similar message: The illegal use of TAOD is not tolerated by Eagle Elementary School children. The principal, Mrs. Kalnes, is unswerving in her commitment to the kids at Eagle.

II. SETTING, IMPLEMENTING, AND ENFORCING POLICY (20 POINTS)

A. What is your school and/or district TAOD policy(ies), including standards, procedures for policy implementation, and consequences for violations?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

I was convinced that the verbally stated district and Eagle school position for TAOD issues was "no-use" for all Eagle Elementary children. However, I saw a parenting handbook provided by the Palmyra/Eagle School District that had the ~~contract~~ and pledge for Life provided. Also, a scrapbook of documentation contained the ~~materials~~. I am convinced that at Eagle Elementary, the philosophies of ~~are~~ are not presented as a model. But at the district level, the inclusion of any "responsible-use" material can be counter-productive to "no-use" efforts by Eagle Elementary professionals.

*promoting responsible use*

*responsible use*

B. Have the TAOD policies been officially adopted and/or revised?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

The policy was provided with the original application and reviewed during the site visit. The TAOD policy originally was adopted in 1983. Additional modifications were made in 1989 and 1990. All documentation was easily accessible to all concerned parties.

C. What is the policy or administrative guideline to ensure that all components and constituents of the school, community, and district understand their roles and responsibilities in the application of the TAOD policies?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- Details/Documentation:

I was provided the student handbook that outlines the rules and consequences regarding TAOD use. Monthly meetings of the local drug council and quarterly news letters ensure that information is shared with the community. This village is well suited to frequent and comprehensive information sharing sessions.

D. Do athletics and/or co-curricular activities have a unified set of rules or a policy that address TAOD?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- Details/Documentation:

All teachers and students I interviewed said they understood the rules for participation in extra- and co-curricular activities. The principal shared her commitment to ensuring that these requirements are met. Documentation is provided by the individual teachers regarding student grades and deportment. This information is evaluated periodically to determine if the student is eligible for extra-curricular activities. I was impressed by the support the teachers, students, and parents gave the TAOD policies.

E. Does your school have an open or closed campus?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

Eagle Elementary maintains a closed campus. I witnessed a caring and responsible support staff at Eagle. I observed teachers, the principal, and other support staff monitoring the activities of students throughout the school day. The staff is committed to providing a safe and secure environment for the students at Eagle. The information provided in the original application was verified on numerous occasions by this site visitor.

F. How far and under what conditions does the school extend its jurisdiction and its authority to enforce the TAOD policy?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

The jurisdiction of the school extends to the school property, all school-sponsored events, and the buses that takes students to and from school. The communication network in the village of Eagle is so exemplary that the TAOD policy was common knowledge to those I interviewed.

**G. Does the school prohibit smoking and other use of tobacco products by students in school, on school grounds, or at school-sponsored activities?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

The TAOD policies for the school district and Eagle Elementary School clearly prohibit smoking and other use of tobacco products by students in school, on school property, and at school-sponsored activities. The Wisconsin Clean Air Act also helps enforce this policy.

**H. What methods are used to ensure that TAOD policies, practices, and consequences are in compliance with federal, state and local laws?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I was provided with verbal descriptions and written documentation that explained the process. The local Board of Education must give final approval of any TAOD policy. Board meeting minutes were discussed and the board attorney reviews the TAOD policy. This site visitor was satisfied with the policy review process.

**I. What methods are used to ensure that TAOD penalties are applied uniformly, fairly, and consistently?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

**- Details/Documentation:**

The principal at Eagle Elementary, Mrs. Kalnes, is a staunch supporter of clear and uniform TAOD penalties. Representatives from the Palmyra/Eagle School District gave input on this issue. This site visitor was satisfied with the review methods for application of TAOD penalties.

**J. What is the typical disciplinary response for the following incidents on school property or during school sponsored activities? (1st and Repeat Offense)**

- Possession of tobacco products
- Smoking and other use of tobacco products
- Possession of alcohol
- Possession of drugs
- Sale of alcohol
- Sale of drugs
- "Under the influence"

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

**- Details/Documentation:**

The stated district disciplinary response for first-offense possession and use of tobacco is a three-day suspension. The repeat offense incurs an expulsion hearing. All other violations for possession and use of alcohol or other drugs involves similar first-offense three-day suspensions with subsequent violations causing an expulsion hearing. If a law violation occurs, law enforcement is contacted. Local counseling and family-support personnel are available for additional support.

**K. Are the district policy and school practices publicized to the community at large?**

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- **Details/Documentation:**

I saw excellent examples of publicity for district TAOD policies. Local and area newspapers printed articles, local law enforcement spoke with area residents about the policy, and the area drug council gives updates in monthly meeting minutes and council newsletters. The information sharing network in Eagle is excellent. It enhances Eagle Elementary's ability to educate the community about the need for early TAOD education.

**L. Are there procedures for staff reporting students possessing, using, selling, and 'under the influence' during school?**

- Information presented in nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- **Details/Documentation:**

During informal interviews with several teachers, this site visitor was convinced they were knowledgeable regarding the TAOD policy. I was convinced that a student who possessed, used, sold, or was under the influence of TAOD would be referred to the school principal immediately. All those interviewed understood the Eagle School policy. Ultimately, the principal would intervene following established TAOD policies.

**M. What process or structure, i.e., student assistance team, core team, or similar group, is in place through which students may seek assistance without prejudice from the school concerning TAOD issues? What TAOD support and prevention groups are available to students?**

- Information presented in nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I spoke with members of the Student Assistance Program (SAP). This team assists students who are at risk for TAOD abuse and those who may have used TAOD. I also spoke with a nurse from the Waukesha Memorial Hospital. I was impressed by the commitment of all who counsel the at-risk students. I believe an extensive support network is established in Eagle to serve the needs of all students. Many small communities could learn from the model in the village of Eagle, WS.

**N. Are "interventions" held with students/parents of students who display behavior commonly associated with TAOD involvement?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I viewed many classroom settings during my site visit. Most students were receptive to the "no-use" message. However, some sixth-grade students openly resisted the "no alcohol" messages. I was shown evaluation forms, used by teachers to refer these at-risk students for interventions. The process is excellent, including followup with the student's family. I was convinced those at-risk children had a better chance for a drug-free life because of the efforts of the Eagle staff.

0. What procedure is in place to assist students who re-enter school from suspension, expulsion, or treatment/rehabilitation?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

I was told about the Community Outreach and Treatment Team (COTT). COTT develops strategies for students re-entering school after a TAOD related incident. I was satisfied with the proof of compliance. No recent incident had occurred for this site visitor to review how the incident was handled.

**III. DETERMINING CURRICULA, SELECTING MATERIALS, AND TEACHING THE DRUG PREVENTION CURRICULUM (15 POINTS)**

A. How long has the drug prevention curriculum been in place?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

I reviewed all written drug curriculum and was impressed. The organization was excellent, and the curriculum review efforts have increased significantly since 1983. I have seen these types of curriculum at other model programs. Great effort was expended to find some of the best curriculum available. I believe the choices were wise and well thought out.

**B. Is your curriculum state mandated? Is it commercially produced? If so, who was involved in its selection? Has it been modified?**

- Information presented in the nomination form is:
- |              |               |
|--------------|---------------|
| _____        | Accurate      |
| _____        | Not Addressed |
| _____        | Overstated    |
| <u>  X  </u> | Understated   |

- **Details/Documentation:**

I reviewed copies of these state-mandated curriculums. The curriculums were commercially prepared and locally reviewed and approved. The local drug council recommended the curriculums, and, ultimately, the school board gave approval for them. I was satisfied with the written proofs of compliance to this subsection.

**C. Was your curriculum locally developed?**

- Information presented in the nomination form is:
- |              |               |
|--------------|---------------|
| <u>  X  </u> | Accurate      |
| _____        | Not Addressed |
| _____        | Overstated    |
| _____        | Understated   |

- **Details/Documentation:**

The curriculums were developed locally and re-compiled for special needs. The commercially produced material was reviewed by members of the local drug council, a health curriculum committee, and the Board of Education. The review process was extensive and excellent.

**D. How is a clear "no use" message promoted in the TAOD curriculum and in teaching?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- **Details/Documentation:**

Eagle's principal, the school district representative, and approximately ten other teachers and support staff said the TAOD message is a clear "no-use" one. During my site visit, I found evidence of mixed messages. I posed the following question to two teachers and one student: "Is the drug education message at Eagle one of 'no-use,' 'responsible use,' or a blend of both." One teacher said "Responsible use is the message." Later, this teacher amended her comments to reflect the message was "no-use." The other teacher said she taught TAOD issues as "no-use" for children, responsible use for adults. The teacher said "I can't tell children to never drink." The student said the message was "responsible use." I believe strongly that the majority of messages Eagle kids receive are strong "no-use" ones.

**E. Is drug prevention education taught at all grade levels and in all disciplines?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- **Details/Documentation:**

The drug prevention efforts of many Riverdale teachers are excellent. The knowledge level of the students I interviewed was extremely high regarding alcohol and its short and long-term effects on the human body. Posters and other visual media were displayed throughout the school to reinforce the message. I saw evidence that drug prevention education is being taught at all grade levels.

456  
931  
729

401-0404  
10 pages.

**F. Is your drug education curriculum infused into the content areas?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

I found evidence through interviews to support the claims in the original application. Many teachers infuse the drug education curriculum into the content area. I saw examples of room posters that blended the theme of "no use" with the current topic in the content area. The effects of nicotine on the lungs were discussed in the health curriculum during The Great American Smokeout.

**G. What measures are taken to ensure all groups of students, e.g., special education, gifted and talented, technical and vocational are included in the drug prevention education curriculum?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

I was shown evidence that all students at Eagle are included in the drug prevention education curriculum. I discussed the special challenges for a teacher who teaches TAOD issues to special-education children. I was satisfied that all groups are mainstreamed when TAOD education is given.

**H. How are students in the school taught to resist peer pressure, build self-confidence, and improve self-esteem?**

- Information presented in the nomination form is:
- |              |               |
|--------------|---------------|
| _____        | Accurate      |
| _____        | Not Addressed |
| _____        | Overstated    |
| <u>  X  </u> | Understated   |

- **Details/Documentation:**

All Eagle education professionals I interviewed displayed a positive mental attitude towards the tremendous task of drug education. I felt that if a student had a problem with drugs or any thing else, he/she could tell someone at Eagle. When a student commented "I don't have any choice. I'll drink like my Dad," the teachers intervened immediately to begin building the student's self-esteem. The principal, Mrs. Kalnes, is a motivating force at Eagle. Talking about TAOD efforts and the principal, one person remarked "Without her, I don't think we would have the focus."

**I. How do you ensure that all materials used in the TAOD program promote "no-use" and are accurate, up-to-date and age-appropriate?**

- Information presented in the nomination form is:
- |              |               |
|--------------|---------------|
| <u>  X  </u> | Accurate      |
| _____        | Not Addressed |
| _____        | Overstated    |
| _____        | Understated   |

- **Details/Documentation:**

The local drug council actively screens new material for the TAOD education efforts at Eagle. I learned of videos offered to Eagle by the Anheuser Busch and Miller Brewing Companies. The local council reviewed the material and wisely decided not to include the material for obvious mixed messages. The state is divided into twelve educational service agencies. Each has a TAOD coordinator who reviews material to ensure the "no-use" message is clear.

**J. What methods are used to evaluate the effectiveness of the drug prevention education curriculum?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**

Attendance rates at Eagle are monitored. The rates have been consistently high. Achievement test scores are also used. Parent surveys and personal observations by teachers have been used. I was satisfied the Eagle staff evaluates the effectiveness of the drug prevention curriculum. Some Eagle staff members mentioned contacting the junior and senior high schools for future input. Both high school staff members should see better TAOD resistance skills displayed by Eagle Elementary School graduates.

**IV. TRAINING STAFF AND ROLE MODELING (10 POINTS)**

**A. What specific TAOD training have administrators, teachers, and support staff received in the past 2-3 years?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**

The documentation of training for faculty was reviewed by this site visitor. In-service training was provided at regular intervals throughout the school year. Specialized training in TAOD curriculums was conducted for all who would teach the material. All were aware of the stronger potential for abuse of alcohol in this community. I am confident the Eagle staff could easily recognize symptoms of impairment from TAOD.

**B. Is there a program or process in place for TAOD training of new teachers and employees to the district or the building?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

Training regarding TAOD issues is conducted at periodic staff development meetings. New teachers receive an additional day of training. Principal Kalnes stresses the "no-use," zero-tolerance theme. This site visitor was satisfied all new teachers were quickly indoctrinated into the Eagle system of TAOD prevention education.

**C. How do you ensure that, with a constantly changing TAOD knowledge base, personnel learn new information and remain up to date?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I was shown a collection of resource material that was comprehensive and impressive. I spoke with the librarian. I was impressed by the common theme: a commitment by Eagle education professionals to maintain and expand the written and video resources. The material I reviewed sent a clear "no use" of TAOD, and most material appeared to be relatively new. I am confident the librarian and other staff members will continue to procure the most up-to-date TAOD material available.

**D. Who conducts the TAOD program and the specific aspects of the program?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

I met the primary individuals who conduct the TAOD program. Examples of provided training are Project Charlie, Quest "Skills for Growing," and DARE. I reviewed written documentation covering specific aspects of the mentioned programs, and I also viewed sessions of all three programs. The programs and personnel at Eagle are outstanding.

**E. Who serves as the TAOD Coordinator?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

The Student Assistance Program (SAP) coordinator and the principal, Mrs. Kaines, serve this role. I had numerous opportunities to meet with both individuals. Clearly, Mrs. Kaines is one of the driving forces that makes the Eagle program flourish, and I am confident the tone for future Eagle TAOD education efforts is bright with the continuing support of the SAP coordinator and the principal.

**F. What is done to promote positive "drug-free" adult role models for students?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

With the help of the Eagle professionals and the Wisconsin Clean Air Act, no smoking is allowed anywhere in Eagle Elementary School. The students I spoke with said they were happy no one smoked cigarettes in their school. The physical education teacher repeatedly reinforces the messages about what a drug-free body can accomplish. Professional athletes have been brought into Eagle for presentations. A member of the Milwaukee Brewers baseball team gave an impressive speech about the dangers of TAOD abuse. This player showed by example the amazing things he could accomplish by having a drug-free body.

**G. What are the policy and practices concerning TAOD speakers, programs, and the role model(s) that are presented to students? Is there any use of recovering addicts?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I found no evidence that any recovering addicts were used as role models for Eagle kids. No questionable role models are used for any presentation at the school. The principal and many others were aware of the mixed messages that are sent to impressionable youngsters when recovering addicts are used. I asked one school bus driver what he thought about the drug-education efforts at Eagle. He said "I'll show you how important I think it is." He showed me an Alcoholics Anonymous membership card and said he had to learn the hard way. He said that Eagle Elementary was wonderful for what it was doing for the kids.

H. Does the school have a tobacco/smoke-free workplace for employees?

- Information presented in the nomination form is :

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

By state law, no smoking is permitted anywhere in the Eagle school building. By district policy, no smoking is permitted anywhere on school property. Eagle is one of the finest schools to put the federal goal of a smoke-free workplace into practice.

V. INVOLVING STUDENTS IN DRUG-FREE ACTIVITIES (15 POINTS)

A. What is the level of participation in the various co-curricular activities?

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

I was shown written documentation that supports the claim in the original application. Eagle students are involved in basketball and volleyball, and I saw a session of "scooter hockey" during my site visit. I saw students rehearsing a play on the stage at Eagle. A school custodian, also a parent of an Eagle student, spoke with me. She commented about the opportunities for Eagle kids saying, "I think it's just wonderful." About leaving the school district, she said, "I wouldn't move from here if they paid me."

**B. Identify and describe the characteristics of student activity programs that send or promote a "no use" message.**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- **Details/Documentation:**

I saw evidence that the "no-use" message is conveyed through the Just Say No Pledge, a Hang Tough banner that was signed by all students, and assorted Red Ribbon Week activities. Participation is possible for all as long as all remember the following: TAOD use rules and sanctions for violations are always in place and enforced. This site visitor believes the message has been received and understood.

**C. What are the specific co-curricular activities/programs for students?**

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- **Details/Documentation:**

Eagle is an exemplary school because of the high level of participation in co-curricular activities and programs for students. Red Ribbon Week activities, Just Say No Week, and a presentation by a professional soccer player are several educational programs. For support examples, Eagle peer helpers and cross-age tutors. A Latch-Key program was started recently. For social activities, the Jump Rope for Heart was active. The Eagle staff attempts to involve the community whenever feasible to foster positive TAOD prevention efforts.

**D. What type of recognition do students receive?**

- Information presented in the nomination form is:

<u>          </u>	Accurate
<u>          </u>	Not Addressed
<u>          </u>	Overstated
<u>  X  </u>	Understated

- **Details/Documentation:**

Eagle students are given daily recognition by the many caring professionals at the school. I saw written documentattion of at least seven ways Eagle students are recognized. Many Eagle staff members recognize that some of their students receive positive reinforcement only at school. The staff is ready with a smile or a kind word for children who are trying to follow or learn the drug-free message.

**E. Is there a common theme or symbol that ties together all co-curricular activities to promote publicly drug-free/"no use" as a standard and a value?**

- Information presented in the nomination form is:

<u>  X  </u>	Accurate
<u>          </u>	Not Addressed
<u>          </u>	Overstated
<u>          </u>	Understated

- **Details/Documentation:**

The AODA council logo, provided in the original application, has been adopted to promote the drug-free philosophy. Other common themes are "Just Say No" and "Say no to Drugs." At Eagle, the focus is not on a slogan only. TAOD abuse education will succeed in Eagle because so many people are committed to the effort. The community supports drug-free "no-use" as a standard and a value.

**F. Are there opportunities for students to develop leadership skills and/or participate in drug-free leadership training programs?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

**- Details/Documentation:**

Examples of programs that develop leadership skills are Student Council, peer tutoring, and the Safety Patrol. Also, one of the best ways Eagle kids learn leadership skills is watching an Eagle staff member. By taking responsibility for their own actions regarding TAOD, the student is preparing for other challenging decisions that certainly face him/her in adult life.

**VI. PROMOTING PARENT INVOLVEMENT AND PROVIDING PARENT EDUCATION (15 POINTS)**

**A. What drug prevention awareness and education, i.e., facts, symptoms, and effects are in place to help parents recognize drug involvement and respond appropriately?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

**- Details/Documentation:**

An impressive library of reference material is available upon request at Eagle. Also, publicity in local newspapers and newsletters mention TAOD related activities and goals. The school principal and others repeatedly give the message that the risks for alcohol abuse are extremely high given the dynamic of this specific community, i.e., blue collar workers who may socialize at local taverns.

**B. Is there a "parenting" program available to parents from the school? How many parents were enrolled this past year?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

One component of the Quest "Skills for Growing" program is parent meetings. These meetings provide an arena where parents may find answers to some of their most troubling parenting questions. The Eagle professionals have recognized the relation between alcohol abuse and domestic abuse. One parent's comment "He can't learn (drug education) from me" shows the need for innovative and positive parenting strategies.

**C. Is there a specific drug-free parent group operational in the school?**

- Information presented in the nomination form is:
 

<u>  X  </u>	Accurate
<u>      </u>	Not Addressed
<u>      </u>	Overstated
<u>      </u>	Understated

- **Details/Documentation:**

The parent volunteers that facilitate Project Charlie are the best examples of a drug-free parent group. The message these volunteers give is a clear and consistent "no-use" one. All parent representatives I interviewed were extremely knowledgeable of TAOD issues.

D. Is there an active parent-teacher organization in the school? If so, what is its total membership and what kinds of drug-free programs and efforts does it sponsor or support?

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**  
I spoke with the president of the Parent Teachers Organization (PTO). She said the PTO is extremely visible and active at Eagle. She has an available cadre of one-hundred parents willing to help with TAOD related activities. PTO fundraisers support the drug education efforts at Eagle. One PTO representative said that the Eagle staff was extremely committed to the kids: "There is nothing they won't fight for!"

E. Is there an active drug-free group/council in the school or district providing input and/or TAOD leadership?

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**  
The AODA council is extremely active in the Eagle village area. Speaking about Eagle's efforts, one council member said "We are doing so much on a shoestring budget. We challenge anyone to match our efforts." This site visitor enthusiastically supports that statement. One major strength of Eagle Elementary's war on drugs is the community support. I have seen few small towns show the resolve I saw during my site visit. Surely, the challenges that face Eagle for alcohol abuse are profound, but I believe Eagle's kids have a much better chance of breaking the cycle of TAOD abuse through the efforts of Eagle Elementary staff members and community supporters.

**F. What specific student drug-free programs are sponsored by parent groups from the school?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

The Red Ribbon Week activities are the best examples of student drug-free programs sponsored by a parent group. Additional "Just Say No" activities such as family sock hops and talent shows receive support from the active PTO. Many community supporters are aware of some limitations in Eagle. This village does not have a recreation center, like larger communities, that would allow positive organized activities. Consequently, parent groups strive to sponsor student drug-free programs whenever possible.

**VII. INTERACTING AND NETWORKING WITH COMMUNITY GROUPS AND AGENCIES (15 POINTS)**

**A. What is your school doing to ensure the community, i.e., civic service and religious groups, business, local media, etc. is aware of and acknowledges the TAOD problems and supports the drug prevention efforts of the school?**

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- **Details/Documentation:**

I was satisfied with the proofs of compliance for this section. I heard testimonials from twenty or more townspeople regarding community support for Eagle's TAOD activities. Few small communities show the encompassing support for an elementary school's programs like Eagle. The Lutheran Brotherhood Fraternal Organization and many other civic groups devote time and money to Eagle Elementary's efforts.

**B. Are there any community and school TAOD programs or activities that are co-sponsored or operated in a partnership with the school and/or district?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**

The DARE program is co-sponsored with the local Police Department. The Lutheran Brotherhood and Waukesha County Health Department co-sponsor TAOD education programs. I spoke with representatives from several local co-sponsoring agencies. The community support for Eagle is excellent.

**C. How does the school network with community and social agencies to strengthen its drug prevention efforts?**

- Information presented in the nomination form is:
- |               |               |
|---------------|---------------|
| <u>  X  </u>  | Accurate      |
| <u>      </u> | Not Addressed |
| <u>      </u> | Overstated    |
| <u>      </u> | Understated   |

- **Details/Documentation:**

Waukesha Memorial Hospital is a resource for Eagle Elementary's Employee Assistance Program. I met numerous people who volunteered their services to support Eagle's TAOD prevention efforts. Networking with the community is one essential key to a successful TAOD prevention program. Eagle educators are committed to tapping the expertise in the community to further their TAOD education goals.

**D. What is the school's relationship with local TAOD counseling and treatment services?**

- Information presented in the nomination form is:
 

X	Accurate
	Not Addressed
	Overstated
	Understated
- **Details/Documentation:**

I spoke with representatives from several local counseling and treatment centers. One counselor said he was happy that Eagle Elementary was taking a leadership role in early TAOD prevention education. His hope was that he would have fewer young adults to counsel because of Eagle's efforts. Local support groups recognize the importance of information sharing and quick intervention and treatment for TAOD abuse cases.

..

**E. What is the relationship of local law enforcement agencies with the school?**

- Information presented in the nomination form is:
 

	Accurate
	Not Addressed
	Overstated
X	Understated
- **Details/Documentation:**

I met with the Chiefs of Police for Eagle, WS, and Palmyra, WS. Both communities are small, yet the combined efforts by these two law enforcement professionals are great. Often, the available resources for law enforcement in small communities are extremely limited. Basic public-safety service is the primary concern. Programs like DARE are desirable, but almost impossible to implement when the police force boasts only six officers or fewer. Clearly, the two police chiefs are not aware of these so-called limitations. DARE is an important component in the overall TAOD efforts at Eagle Elementary, and both chiefs are extremely active and supportive.