

DOCUMENT RESUME

ED 366 103

EA 025 609

TITLE Safe, Disciplined, Drug-Free Schools. A Background Paper for the Goals 2000: Educate America Satellite Town Meeting July 20, 1993.

INSTITUTION Department of Education, Washington, DC.

PUB DATE Jul 93

NOTE 22p.

PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS \*Community Involvement; Community Programs; Community Role; \*Crime Prevention; \*Crisis Intervention; \*Discipline Policy; Discipline Problems; Elementary Secondary Education; Extracurricular Activities; Illegal Drug Use; \*School Security; \*Violence

IDENTIFIERS America 2000

ABSTRACT

What can be done to solve the problem of crime in schools? "Project Freedom," in Wichita, Kansas, is creating programs to help children learn about dangers that come with joining gangs and becoming involved in drugs. A community program in Los Angeles, Community Youth Gang Services, is a crisis intervention team working with at-risk teens. Both of these community programs are being examined as successful ways communities are becoming involved in fighting crime and drugs. A second way schools are looking into fighting crime is teaching crime prevention programs to educators. The "Boston Conflict Resolution Program" is helping students and teachers learn to deal with conflicts that arise in school situations. Most educational administrators agree that to get any program to work the students must be involved in the anticrime and antidrug efforts. Suggestions on how to decrease weapons in school range from metal detectors at school entrances, to open cubbies instead of lockers. Why schools are experiencing discipline problems, and what effective discipline policies must contain are outlined in the paper. Two short profiles are presented of communities in Ohio and California who are coping with drug use and gangs. A description of the social service department of New Haven public schools (Connecticut) is included. Sources for information on 25 programs that communities are implementing to decrease school violence are listed. (KDP)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED 366 103



U S DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

*Safe, Disciplined,  
Drug-Free Schools*

EA 025609

# ***SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS***

## **A BACKGROUND PAPER FOR THE GOALS 2000: EDUCATE AMERICA SATELLITE TOWN MEETING JULY 20, 1993**

*By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.*

Chaos in classrooms, growing violence, and access to drugs are a regular part of the school day for an increasing number of students. Consider some of the obstacles that are facing our schools. Gunshot wounds are a leading cause of death among high school aged children in the United States, second only to motor vehicle deaths. Fifteen percent of all students report the presence of gangs in their schools. At least 30 percent of students nationwide find it easy to obtain alcohol or marijuana at or near their school; 11 percent find it easy to obtain cocaine. Forty-four percent of all teachers report that student misconduct interferes substantially with their teaching.

Often the violence in a community spills into the schools. While the situation in some schools and neighborhoods is more urgent than others, creating a supportive and drug-free learning environment is a challenge for all schools. Raising the graduation rate, improving student achievement in challenging subject matter, and ensuring the ability of our students to compete in a world economy and carry out their responsibilities as citizens will be much more difficult to achieve if our schools and neighborhoods are unsafe for our children.

It is difficult to determine the effect the atmosphere of violence has upon the learning of each student. Certainly when one is afraid of being shot, reading, writing, and arithmetic lose some of their importance. Even though a child may not be physically affected by violence, if he/she is forced to deal with the constant specter of violence, it can interfere with his/her education.

Student behavior and attitudes, though less serious, can be impediments to learning and to responsible personal and civic behavior. A substantial number have failed to learn the difference between appropriate and inappropriate actions. According to a national study, between 25 and 40 percent of students see nothing wrong with cheating on tests, stealing from employers or keeping money that does not belong to them.

Whether urban, suburban, or rural, each community must ask itself, "What can we do to make our school a drug-free, violence-free, disciplined environment conducive to learning?" Several questions can be asked to help understand how the school may be affected by drugs

and violence. How many students feel unsafe at school? Are acts of violence frequent? Are student disruptions of class perceived to be a problem by teachers and students? Answers to these questions can provide valuable clues to what kinds of discipline problems exist in your school.

#### Sources of Information to Help Define the Problem

##### Health Outcome Information

- Health department
- Medical examiner
- Hospital or emergency room records
- Outpatient records from public and private clinics
- Emergency medical service (ambulance) records
- School records

##### Information that Describes Violent Events or Its Causes

- School records - attendance, truancy, suspensions, expulsions, failures
- Substance abuse clinics
- Police and legal system - assaults, domestic violence calls
- Firearm sales

##### Opinion Information

- Discussions with community leaders (political, religious)
- Discussions with school personnel, legal, police personnel, health workers, parents
- Discussions with all types of youth in the community, including those who are imprisoned, expelled from school, or otherwise in trouble
- Opinion surveys of the general population
- Focus groups

##### Community Background Information

- U.S. Census
- Department of Labor
- Department of Housing and Urban Development
- Schools
- Churches
- Community businesses

### Engaging the Community

It has been proven that efforts that extend far beyond school personnel and boundaries are the efforts that work best. Many communities are creating strategies that have a multi-faceted approach aimed at bringing together school, home, and community to address this complex issue.

Wichita, Kansas found it necessary to battle gangs and illegal drug use and enlisted business, law enforcement, media, medicine, religion, schools, social service, government, and community to help overcome the problem. Through Project Freedom, Wichita is creating

programs to help with aftercare, education, intervention, law enforcement, prevention, and treatment surrounding drugs and gangs. In programs, children are learning about the dangers of gangs and drugs, and parents are learning more successful parenting strategies. Neighborhoods have become active in Project Freedom by providing Neighborhood Watch Programs and role models for all students. Communities are key in the success of this program. The project is encouraging community service programs, supporting activities when kids are not in school, providing job training programs for at-risk youth, and keeping the streets adequately lit. Together, all members of the Wichita community have a chance to learn about and prevent gangs and drug use. One of the special projects they undertake is to relocate gang members (and their families) who have decided to come clean.

The Community Youth Gang Services (CYGS) of Los Angeles has an aggressive outreach effort that works continually in the community to discourage gang membership and redirect youth already in gangs to other activities. CYGS has crisis intervention teams that negotiate disputes among gangs in the target area and try to convince youth not to join gangs. The program also has activities to reclaim areas of the community from gangs, areas such as parks or playgrounds that are not considered safe because of gang activity. Volunteers work with program staff and local agencies and community groups to develop cultural, recreational, and other activities that are alternatives to gang involvement. Educational programs in the schools are complemented with parent education and teacher education. In the job development section of the program, staff work with youth to prepare them for employment and also encourage local employers to hire youth. One other active part of the program is the removal of graffiti from community landmarks. Staff hire youth in the community to do this task under professional supervision.

### *Rethinking School Curricula And Instruction*

Based on experience as well as a growing body of research, schools in many communities are rethinking their curriculum and considering its impact on student behavior.

Only now are anti-violence curricula being instituted in school systems. Children need to learn at an early age how to deal with their emotions without hurting others. Administrators and teachers are beginning to show children nonviolent methods of solving problems. Hopefully, these curricula will help mold a generation that turns to nonviolence to solve problems.

The Boston Conflict Resolution Program (BCRP) is a violence prevention program that helps elementary school teachers and students understand and deal with conflicts frequently encountered in schools. These conflicts often result from prejudice, competition, miscommunication, an inability to constructively express feelings, and a lack of respect and concern for others. Teachers participate in an intensive training program in conflict resolution, cooperation, and communication skills, dealing with cross-cultural conflict, anger management, and encouraging caring and empathy. They then receive in-class support from a multi-ethnic team of trained staff developers who help them implement what they have

learned in the training. In addition, the BCRP staff provide teacher training, implement peer mediation programs, and develop curricula and instructional resources.

Elementary School Crime Awareness, Prevention and Education Program (ESCAPE) is a program that was developed by law enforcers and educators in 1982 in response to increased juvenile delinquency in Virginia Beach. In the program, specially trained uniformed police officers present the ESCAPE program to every fourth-grade class in the city. Six lessons are presented over a three-week period and cover law and crime, home security, shoplifting, vandalism, and personal safety.

In Baltimore, Maryland, the county police department is working with schools and with gun owners in a three-phase pilot initiative to reduce gun violence. The first two phases present information to gun owners on safety precautions and on the risks of gun ownership. The third phase involves working with schools using a K-12 instructional program that teaches conflict resolution skills and attempts to counter popular perceptions of guns that might appeal to children.

One of the major difficulties in violence prevention is that very few activities have been proven to work. Although some appear promising, thorough scientific evaluations of these programs are badly needed. However, such evaluations are complicated, expensive, and often too difficult for a community to do alone. Communities with a local university have a good opportunity to develop a community/academic partnership. In this type of relationship, the university could help design and carry out a detailed evaluation of the community's violence prevention program. Even communities with limited resources must monitor and evaluate their progress. The specific evaluation activities undertaken and data collected are determined by the goals and objectives of the program.

According to Reaching the Goals: Goal 6, published by the U.S. Department of Education, several factors related to curriculum and instruction support a disciplined environment for learning. Among these are:

- A clear academic mission for the school based on high expectations for learning. This mission must apply to all children, including disadvantaged students which have often been diverted into tracks with watered-down curricula.
- Effective teaching and classroom management techniques that engage students in learning challenging material as well as basic skills.
- School support for teachers' instructional and disciplinary responsibilities.

Sharon Nakagawa of Waialu Elementary in Hawaii, argues forcefully for a comprehensive approach to drug prevention and development of an environment that supports learning. "If you think that because you have drug education, you're going to prevent drug use, you're mistaken. A lot of children have information," she points out, "but when that moment comes, that's not what makes them decide what to do. It's how they feel about themselves that influences whether they say yes or no to drugs."

Waialu focused first on developing academic achievement as a source of self-worth for children. "Phenomenal" is the word she uses to describe the results. Children who entered kindergarten scoring at the lowest levels on pre-tests now score above the national norm on standardized tests.

Waialu's "Renaissance Program" allows children to explore ceramics, hula, electronic keyboarding, and acrylic painting. In addition, the school staff make a special effort to watch out for children who might be encountering difficulties "fitting in" with peers.

One type of preventative curriculum being tested in many schools and communities involves teaching students to solve disagreements through training in conflict resolution rather than violence.

An increasing number of states and communities are changing the school curricula to directly teach core aspects of character. According to Thomas Lickona, an education professor at the State University of New York-Cortland, "there's a growing consensus that there are core values" that should be reinforced in schools. Values that are typically identified include personal and civic responsibility, respect, self-control, caring, trustworthiness, fairness, honesty, and similar formulations.

In Helping Your Child Learn Responsible Behavior, Edwin and Alice Delattre explain that "teaching" ethics partly means becoming more conscious of the lessons we are constantly transmitting. "We are always teaching our children something by our words and our actions...They learn from us, from each other, from other adults, and by themselves." In addition, we can engage in special activities to assist children in appreciating the importance of acting appropriately. For example, we can "help our children develop good [ethical] judgment by talking through complicated situations with them. One way is to help them understand the long-term consequences of different choices. If they tell us about a story they have read, we might ask them to imagine what the result might have been if a favorite character had acted differently."

Another area schools might address is ensuring that teachers are supported in their instructional roles. Psychologist Harold Stevenson has found that classrooms in Japan suffer far fewer interruptions--such as loudspeaker announcements during lessons--than American classrooms. Such interruptions can break up the rhythm of a class and may require taking valuable time to reestablish order or review earlier material. Similarly, research has shown that the beginning of a school year is also a critical time for establishing rules and procedures that can lay the groundwork for the rest of the year. Disruptions caused by scheduling changes often create chaos and disorder.

## Involving Students

Students are critical to any successful effort to improve safety and reduce drug use. As many educators and parents know, peer expectations are a major motivating force when it comes to drug use or standards of behavior. These expectations need to be addressed as part of any strategy to change that behavior. In addition, students often possess valuable information regarding the scope of a disciplinary problem or the particular students who are the main cause.

While there is a need for more research and evaluation on effective violence prevention programs, we know that there are some models that hold promise, such as conflict resolution, peer mediation, interpersonal skills enhancement, mentoring programs, and afterschool program.

A student mediator program at Gifford Elementary School in Racine, Wisconsin trains children to mediate disagreements among their peers. Students spend 17 to 20 hours in training where they learn the necessary skills to become mediators. According to Assistant Principal Suzanne Miller, both the mediators and the disputants benefit from the program. "The mediators' self-esteem goes up as they perform a valuable service for their classmates and their school. Their grades go up and they walk taller. As disputants go through the mediation process, their self-esteem also improves because they have been empowered to shape their own destinies." Because the solutions were developed by participating students, students tend to abide by them.

The American Bar Association (ABA), through their state and local organizations, promotes school-based peer mediation programs. The ABA identifies law firms in particular areas and facilitates partnerships between the law firm and local schools. The ABA then provides training and materials to lawyers who are interested in training students in dispute resolution. By using students to mediate kids before the conflict erupts, not only does it reduce the level of violence in schools, but it also teaches kids valuable life skills. In Baltimore, students have found that they can take the skills they have learned in mediation training and use them at home and in their neighborhood. People are beginning to look to settle disputes at the neighborhood level without reverting to violence or the courts. The effort is just a small piece of a much broader effort by the ABA to get lawyers and judges involved in anti-drug coalitions across the country.

In 1988, Project RAISE in Baltimore, Maryland recruited mentors for more than 400 sixth-grade students. The mentors contact the students weekly and meet with them face to face every other week. The mentors serve as role models, provide academic support, and strive to boost the youth's self-confidence. Mentors are recruited from churches, businesses, and colleges that serve as sponsors of the project. A Project RAISE staff member coordinates the project with the schools, matching mentors with students after informal contacts and information exchanges with mentors and students. A private foundation is funding the project.



The Atlanta "Go to High School, Go to College" project has paired 100 successful older men with African-American males at four Atlanta area high schools and one middle school. Each mentor meets twice a week with a student who is struggling academically, has discipline problems, or is at risk of dropping out of high school. The mentors are provided with a 40-page curriculum of instructions and ideas. Mentors strive to increase the students' self-esteem and improve their grades. A local fraternity chapter provides scholarships to students who qualify and want to attend college.

When it comes to eliminating dangerous weapons from school grounds, Arthur Jefferson, former superintendent of the Detroit Public Schools, believes students are the key. "We use portable metal detectors, and sweep schools, but we don't believe that it's the most effective way to secure the weapons. It is better to use intelligence from kids." To encourage students to come forward with such information, he suggests that "hot lines" be set up so that students can report weapons on campus.

Donald McElroy, executive deputy superintendent of the Portland Public Schools in Oregon, emphasizes the importance of changing student perceptions that reporting weapons is akin to "tattling" on classmates. In Portland, teachers use the homeroom period to encourage students to think of reporting weapons as doing themselves, others, and even the perpetrators a favor by reducing the likelihood of serious injury.

Recreational activities offer young people opportunities to spend time in a structured and purposeful environment. Recreational interventions cannot be considered a sole answer to youth violence. However, activities that provide outlets for tension, stress, or anger and opportunities for social interactions and constructive problem-solving are important parts of a program with other violence prevention components. Many recreational activities are conducted with these goals across the nation in Boys and Girls Clubs, Girl Scouts and Boy Scouts, YMCAs and YWCAs, and local recreational departments.

In an effort to combat a growing violence problem, Columbia, South Carolina established the Mid-night Hoops Program. Mid-night Hoops is one part of the Five-Point Youth Violence Prevention Program. More than two-hundred youths, both boys and girls, 12-18 years of age, participate in evening and late night basketball leagues. Officials are trained and employed by the city and the county recreation departments. On Fridays, games are played between 10 p.m. and 1:30 a.m.

### *Improving School Security and Discipline Policies*

A study of over 600 high schools by Johns Hopkins University researchers Gary and Denise Gottfredson found that a number of factors tended to be present in schools with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced;
- students did not believe in the rules;

- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct;
- teacher-administration cooperation was poor or the administration inactive;
- teachers tended to have punitive attitudes;
- misconduct was ignored;
- and schools were large or lacked adequate resources for teaching.

The Duval County School Board in Jacksonville, Florida has divided disciplinary infractions into three categories-- with "Class I" serving as the least serious to "Class III" for the most serious--and tailored penalties for each. Class I misbehavior includes class disruptions and tardiness to class. Class II includes fighting and petty theft. Class III involves use of drugs, weapon possession, and grand theft. A conference with the parents is used in deciding on penalties, such as suspension or assignment to a special program. Students are provided information on the disciplinary code in writing and at assemblies. In addition, they are required to pass a test that assesses their understanding of the rules. Those who fail receive additional instruction.

The idea that school norms are likely to be more effective if they are developed jointly by parents, students, and school staff, led four schools in Chicago to establish a committee with representatives of each group to create a code of conduct. The schools serve a disadvantaged population of students in grades K-8. Working with researchers from the University of Illinois at Chicago, the committee developed a draft set of standards which were then approved by parents and school staff. The new code appears to have resulted in more appropriate disciplinary actions as well as improvements in classroom order and school safety.

In Fairfax County, Virginia, the police department instituted a policy of assigning liaison officers to each high school to improve communication and allow for a proactive approach to dealing with community issues which impact on the school environment.

Research indicates that effective discipline policies must:

- ▲ Reflect the community's values and adapt to the needs of the school.
- ▲ Define misbehavior. Students must know what behavior is acceptable and what is not.
- ▲ Be consistently reinforced. Students must know the consequences of misbehavior, and they must believe they will be treated fairly.
- ▲ Have a readable, well-designed handbook used to inform parents and students of the school's discipline policy.

Schools and communities may want to reconsider "disciplinary" policies that focus solely on penalizing misbehavior. Instead of just punishing bad behavior on the playground, the James Conger Elementary School developed a range of ways to reward good behavior as well. Calling it the Positively Outstanding Playground Students (POPS) Plan, Principal Patricia Bohmer recognizes deserving students at the end of each month with a special program (a video, magic show, performance), a ribbon, and some kind of "pop" (popcorn, popsicle, Tootsie Pop).

!()

Students with only one minor instance of misbehavior over the course of the month can "work off" their demerit through service to the school community. Service may include activities such as helping to clean the lunchroom or dusting shelves in the library. Students who don't achieve POPS status are counseled on improving their behavior.

With the program fully implemented, 95 percent of students each month are recognized as POPS. Principal Bohmer reports that the program is very popular among students, parents, and teachers. "My time is now spent planning and carrying out exciting events for our deserving students," she says, "and the incidents of discipline problems have decreased substantially."

States and communities can play a range of important roles in fostering environments conducive to learning, from curriculum reform proposals to changes in disciplinary practices. They can also have an effect through plans for new school construction as well as policies regarding the design or the size of schools.

In planning for new school buildings, communities are paying increased attention to issues of school safety. Changes in school construction are intended to improve safety and discipline without making the school building resemble a fortress. Six percent of all students report that they avoided areas in or around the school property because they thought someone might attack or harm them. Some of the innovations being tried in various parts of the country include: moving bathrooms from the end of hallways where they tend to seem isolated to well-travelled areas or near offices that are usually occupied; arranging space so that every area appears associated with a certain "territory" so people feel a sense of ownership and, thus, responsibility for its upkeep.

When Leon County in Florida was planning to build several new schools in the late 1980s, they talked with local police officials in addition to architects and educators. The attention to safety led to a design that placed all vehicular entrances in plain sight from the administration office.

School size is also being rethought. Through much of this century "bigger schools were thought to be better." However, large schools are often impersonal and keep many students disconnected. Education researcher, John Goodlad, suggests junior high schools of 600 students and high schools of 900 students. Career Academies in Philadelphia are being used to break down big high schools into more focused and smaller units. Beacon Schools in New York are also extending the hours schools are open and involving more adults and agencies in the schools.

## Federal, State, and Local Policies

To support local efforts aimed at achieving safe and orderly school environments, President Clinton has proposed the "Safe Schools Act of 1993". If enacted by Congress, this initiative would authorize \$75 million in fiscal year 1994, the bulk of which would support efforts by local school districts to combat high rates of crime and violence. Districts receiving assistance could use funds to support violence prevention measures such as peer mediation, adult counseling, and afterschool programs and to improve security, such as hiring guards or installing metal detectors. Federal administration of the "Safe Schools Act of 1993" would be coordinated with efforts already authorized under the federal "Drug-Free Schools and Communities Act".

The "Weed and Seed" federal program combats violent crime, drug use, and gang activity in high-crime neighborhoods by creating partnerships between public agencies, community organizations, and individual citizens. First, law enforcement "weeds out" violent criminals and drug traffickers. Then, community groups and public agencies move in to "seed" the neighborhood-- revitalize it with new economic educational and social opportunities. Weed and Seed relies on community involvement and empowers residents to find solutions to the crime problems in their neighborhoods. In 1992, seventeen cities received funding from the U.S. Department of Justice.

The Miami Coalition against drugs, strongly supported by U.S. Attorney General Janet Reno, has established treatment drug courts for non-violent drug offenders. Instead of being convicted and sent to prison, offenders are placed under the control of the courts for one year. The Court will defer prosecution as long as the offenders complete a rigorous drug rehabilitation program. If they complete the program successfully, the charges are dropped and the offenders' record is cleared. Failure to comply with the program at any stage results in prompt prosecution. The "diversionary drug court" keeps offenders who are not deemed to be a threat to society out of prison and gets them the help they desperately need.

It's Elementary. California's new blueprint for reform of elementary education, supports character education for all youngsters. The report, developed by a 38-member state task force over two years, maintains that the old aversion to teaching values in the public schools was "based on the incorrect assumption that diversity in our society meant that a common set of values did not exist among us. As a matter of fact, however, just the opposite is true. ...Beginning in the elementary years, schools have a special obligation to encourage children to adopt as their own the highest ethical standards of the community."

By developing clear and firm policies on bringing weapons to school, some communities and states aim to deter such activity. In St. Louis, possessing or using a weapon on school grounds results in the immediate removal of a student from the school, followed by a hearing and a recommendation for expulsion. A student caught with a weapon in Providence, Rhode Island, is automatically suspended for 60 days. In California, any student using a weapon in school is barred from attending any public school in the state until it can be demonstrated at a hearing that the student no longer poses a threat.

Expulsion and suspension policies, however, are often controversial. Critics, such as San Bernardino's John Burton, charge that "to remove students who have weapons from school and put them on the street with their weapon is to put out the fire at school but in the process to spread it to the street." Proponents of such policies, on the other hand, argue that dangerous students must not be allowed to threaten other students or interfere with their education.

Increasingly, states and communities are experimenting with alternative schools, including ones tailored to the special needs of students at a higher risk of disciplinary problems. Alternative schools often provide a smaller, more personal environment while maintaining relatively high expectations and motivating students.

In Fairfax County, Virginia, the juvenile court initiated an alternative school to address the educational needs of those students with serious criminal behavior. The school board is now considering the establishment of four more alternative schools for students who chronically violate school rules and are at risk for expulsion.

Students and teachers at alternative schools seem to feel safer, teachers are victimized less, and attendance and teacher morale are improved. The Metro School in Chicago, the St. Paul Open School in Minnesota, and the Alternative Learning Center in Vancouver, Washington provide alternative models for at-risk youth. Students at alternative schools often praise the quality of education and the individualized attention. According to one student at the Alternative Learning Center, "when you choose to be here, you will work hard and get involved in the school's activities and within the community."

### Conclusion

Violence in our schools has reached alarming proportions. American society has traditionally looked to the criminal justice system to deal with problems related to drugs and violence. We must now view the problem as one that faces the entire community. Creating safe, drug-free schools is a long-term process that requires commitment across community lines. Safe schools and neighborhoods are prerequisites for ensuring the success of our students. It may be helpful to keep in mind some of the principles successful communities have followed in addition to those we mentioned.

- ▲ Assess the nature and extent of the problem in your community
- ▲ Assess the effects of your school prevention program on students' knowledge of, attitudes toward, and use of illegal drugs, alcohol, and tobacco. Also measure other problems related to discipline or academic performance.
- ▲ Develop and enforce school policies that convey a consistent no-use message.
- ▲ Begin anti-drug programs in kindergarten to get an early jump on the drug program.
- ▲ Get the support of the entire community, and coordinate school policies and other prevention, treatment, and enforcement efforts in the community.

- ▲ Teach students to resolve conflicts non-violently .
- ▲ Set high standards for behavior and academic achievement.
- ▲ Discipline disruptive students by practicing good classroom management.
- ▲ Modify the program depending on the needs of the community.
- ▲ Offer prevention activities that extend beyond the school day-- for example, safe, drug-free recreational activities-- to meet the needs of students and their families.

*In the pages that follow, you'll find:*

- ▲ Examples of what other communities are doing
- ▲ Organizations communities can enlist in setting-up drug and violence prevention programs
- ▲ Sources for further information
- ▲ Sources for further reading

## WHAT OTHER COMMUNITIES ARE DOING

### Eastmoor Middle School, Columbus, Ohio

In the early 1980's, Eastmoor Middle School faced heavy drug use, gangs, graffiti, and vandalism. Located in a low-income neighborhood, as many as two-thirds of the students come from single-parents households. But a remarkable change began in the mid-1980's after a new principal, Phillip Hobbs, took the helm.

Mr. Hobbs and a committed group of faculty accomplished their feat through a variety of means. First, they took back control of the school by banning the wearing of gang colors and by expelling 20 of the worst offenders. In what seems to have been a key move, they used a program called Youth to Youth to create peer pressure against drug use and provide opportunities for healthy interaction among students. The program requires participants to take a pledge to remain drug-free. It encourages open and supportive discussions as well as sponsoring parties and trips that are only open to club members. Joining Youth to Youth, according to students, "kind of started to be the cool thing to do."

While still not completely free of drugs, Eastmoor is a substantially better place to go to school now than it was a decade ago. By 1991, the school had been recognized by the U.S. Department of Education as a "drug-free school." Drug use had dropped by at least 50 percent compared to the early 1980s. Vandalism became less common and the number of fights between students was cut in half. In turn, the school's achievement ranking on test scores improved from 26th among schools in the area to 15th.

### Coachella Valley 2000, La Quinta, California

Coachella Valley is the home to some of the richest and poorest people in America. The three school districts range from 39% to 93% minority school populations. In Palm Springs Unified, forty-one different languages are spoken by the student population.

Throughout the 1980s, a number of groups existed in Coachella Valley to provide youth support activities. The idea was that keeping young people involved in various activities would keep them from getting involved in the wrong path. And while these groups were doing the best they could, people realized that the problems were not getting solved. Gang activities and youth involvement in illegal drugs and alcohol were prevalent in the Valley.

As Janeil Esmeralda describes it, "our kids were screaming out for help." Severe budget cutbacks eliminated many athletic and artistic programs in the schools, placing increased pressure on these organizations to provide activities. Some larger organization was needed to step in to provide for the Valley's young people lest another generation lost to drugs and violence. So the existing youth organizations decided to band together, to network their resources and pool together funds.

Coachella Valley 2000 began with a community wide service project. Six non-profit youth organizations networked to pull off "Say No To Drugs - Have a Spooktacular Halloween," a Valley wide event. The success of "Spooktacular" generated so much enthusiasm among the parents and kids, the organizers thought, "Okay, what can we do next?"

In 1990, they created the Public Education Foundation. The group, having been aware of the Governors summit in 1989, agreed to embrace the national education goals. For their kickoff event in May of 1992, they presented fifteen drug prevention strategies based on the volunteer efforts of Drug-Free Schools and Communities. They also recognized exceptional education leaders, and introduced plans to downlink the satellite town meeting. Plans were also devised to develop a youth leadership team and plan for a walk to unite the Valley.

Coachella Valley 2000, in an effort to bring kids together, established monthly youth leadership meetings for youths ages 13-21. Targeting kids on probation, in gangs, or from dysfunctional families, early participants are now taking the lead as staff members. Programs are planned and carried out by the youths. Adults serve as advisors only. "It is amazing to see the friendships that emerge from the leadership meetings," says Esmeralda. "When you take kids out of their element and place them in neutral turf, the barriers start breaking down. There is a great deal of mutual understanding among young people. And that's what this whole effort is about -- the kids."

"Building coalitions and resource networking are the key," continues Ms. Esmeralda. "You have to have somebody who is not afraid to take leadership. Before we organized, we were helping only small, isolated groups of people. Now we are serving networks of people."



# Social Development Department

---

Tim Shriver  
Social Development Department  
New Haven Public Schools  
c/o Hillhouse High School  
480 Sherman Parkway  
New Haven, CT 06511  
203/772-7443

The **Social Development Department** of New Haven Public Schools is responsible for planning, implementing and evaluating a comprehensive primary prevention program for all in the district. The department was created in an effort to address the social, economic and health concerns of the community and no longer considering them as tangential to the challenge of education. Because children are at risk of engaging in multiple problem behaviors, the focus is less on the specific dimensions of an individual risk factor and more on the developmentally appropriate protective needs of all children. The department oversees prevention efforts toward substance abuse, dropouts, AIDS, pregnancy and violence.

The Social Development Department emphasizes three significant areas of concentration.

- Developing, implementing and evaluating a K-12 social competence promotion curriculum that teaches core skills, attitudes and content. This curriculum is designed to promote positive and healthy development while reducing the chances of problem behaviors.
- Designing diverse school and community activities that reinforce the curriculum, channel the energy of both children and adults into pro-social, structured activities and maintain underlying theoretical consistency with other prevention efforts.
- Building school-based planning teams which include parents, teachers and administrators to promote collaborative ownership of prevention programs and to strengthen the trust, climate and relationships surrounding the school and the community.

Tim Shriver is the supervisor for the Social Development Department of New Haven Public Schools. Prior to joining New Haven Public Schools, he was a Fellow in Education at The Yale Child Study Center's School Development Program. Mr. Shriver has been actively involved in the Special Olympics movement in Connecticut for nine years and chaired the Board of Directors of Connecticut Special Olympics from 1990-1992.

## **Organizations communities can enlist in setting-up drug and violence prevention programs**

### Government and Community Agencies and Organizations

- Health Department
- Social Service Agencies
- Mental Health Agencies
- Police Department
- Judicial System
- Fire Department
- Housing Authority
- Secondary and Elementary Schools
- Alternative Schools
- Agricultural Extension Service
- Tribal Councils
- Neighborhood Associations
- Tenant Councils

### Professional Groups

- Medical Associations, including Associations of Black Physicians
- Nursing Association
- Legal Association
- Social Workers Association

### Volunteer Service Organizations

- Veteran's Organizations
- Salvation Army
- Goodwill Industries
- Fraternities/Sororities
- 100 Black Men/Women
- National Network of Runaway and Youth Services

### Private Organizations

- Foundations
- NAACP
- Urban League
- Churches
- General and Specialty Hospitals including Mental Health Hospitals
- Colleges and Universities
- Chambers of Commerce
- Media Organizations; Radio Newspaper, and Television
- YMCA/YWCA
- Entertainers
- Professional Sports Organizations
- Local Businesses

### Clubs

- Big Brother/Big Sister
- Boys Club/Girls Club
- Girl Scouts/Boy Scouts
- Other Youth Clubs

## **SOURCES FOR FURTHER INFORMATION**

**National Clearinghouse for Alcohol and Drug Information**  
Box 2345  
Rockville, Maryland 20852  
(800) SAY-NO-TO

**National PTA Drug and Alcohol Abuse Prevention Project**  
700 North Rush Street  
Chicago, Illinois 60611  
(800) 225-5483

**National Federation of Parents for Drug-Free Youth, Inc.**  
Communications Center  
1423 North Jefferson  
Springfield, Missouri 65802  
(314) 968-1322

**National School Safety Center**  
4165 Thousand Oaks Boulevard  
Suite 290  
Westlake Village, California 91362  
(805) 373-9977

**National Youth Gang Information Center**  
4301 North Fairfax Drive  
Suite 730  
Arlington, Virginia 22203  
(800) 446-4264

**American Bar Association**  
Robin Kimbrough  
Special Committee on the Drug Crisis  
1800 M Street, NW  
Washington, DC 20036  
(202) 331-2290

**Community Anti-Drug Coalition of America**  
Jim Copple  
701 N. Fairfax Street  
Alexandria, Virginia 22314  
(703) 706-0560

**American Council for Drug Education**  
204 Monroe Street  
Rockville, Maryland 20850  
(301) 294-0600

**Hazelden Foundation**  
Pleasant Valley Road  
P.O.Box 176  
Center City, Minnesota 50012-0176  
(800) 328-9000

**Just Say No Clubs**  
1777 North California Boulevard  
Suite 200  
Walnut Creek, California 94596  
(800) 258-2766

**Community Youth Gang Services Project**  
144 S. Fetterly Ave.  
Los Angeles, California 90022  
(213) 266-4264

**The Boston Conflict Resolution Program**  
Boston Area Educators for Social Responsibility  
11 Garden Street  
Cambridge, Massachusetts 02138  
(617) 492-8820

**(ESCAPE) Elementary School Crime Awareness, Prevention and Education Program**  
Virginia Beach Police Department  
Crime Prevention Unit  
Public Safety Building  
Municipal Center  
Virginia Beach, Virginia 23456  
(804) 463-3422

**Duval County School Board**  
1701 Prudential Drive  
Jacksonville, Florida 32207  
(404) 390-2000

**Project RAISE**  
605 N. Eutaw Street  
Baltimore, Maryland 21201  
(410) 685-8316

**Go to High School, Go to College**  
1286 East Washington Street  
East Point, Georgia 30344  
(404) 766-5744

Janeil K. Esmeralda  
**COACHELLA VALLEY 2000**  
Coachella Valley Public Education Foundation  
Post Office Box 138  
La Quinta, California 92253  
(619) 342-3518

**Project Freedom**  
428 S. Broadway  
Wichita, Kansas 67202  
(316) 833-4630

**Mid-night Hoops Program**  
Columbia, South Carolina  
(803) 777-5709

**(POPS) Positively Outstanding Playground Student**  
Patricia Bohmer, Principal  
James Conger Elementary School  
Delaware, Ohio 43015  
(614) 363-7731

## **Regional Centers for Drug-Free Schools and Communities**

**Northeast Regional Center**  
12 Overton Avenue  
Sayville, New York 11782  
(516) 589-7022

**Southeast Regional Center**  
Spencerian Office Plaza  
University of Louisville  
Louisville, Kentucky 40292  
(502) 588-0052

**Midwest Regional Center**  
1900 Spring Road  
Oak Brook, Illinois 60521  
(708) 571-4710

**Southwest Regional Center**  
The University of Oklahoma  
555 Constitution, Suite 138  
Norman, Oklahoma 73037-0005  
(405) 325-1711

**Western Regional Center**  
101 Southwest Main Street, Suite 500  
Portland, Oregon 97204  
(503) 275-9489

## SOURCES FOR READING

*Success Stories From Drug-Free Schools*, published by the U.S. Department of Education, is filled with examples of school and communities that are making progress toward National Education Goal 6. To order a copy, call 1-800-SAY-NO-TO

The Prevention of Youth Violence: A Framework for Community Action, recently published by the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Atlanta, GA provides examples and a summary of programs throughout the nation that focus on violence prevention and education. To order a free copy, call (404) 488-4400

National School Safety Center. School Crime and Violence Statistical Review. March, 1993.

National School Safety Center. Weapons In Schools. October, 1992.

Delattre, Edwin J. and Alice B. Helping Your Child Learn Responsible Behavior. U.S. Department of Education. June, 1993.

Stout, Hillary. "Determined Principal and Faculty Use Discipline and Peer Pressure to Make a School 'Drug-Free'". The Wall Street Journal. October 1, 1991.

Miller, Suzanne. "Kids Learning About Justice by Mediating the Disputes of Other Kids". Update on Law-Related Education. American Bar Association Special Committee on Youth Education for Citizenship. Winter, 1993.

Aleem, Diane, and Moles, Oliver. Reaching The Goals: Goal 6. U.S. Department of Education, OERI. February, 1993.