

TITLE IV.A PUBLIC REPORTING

Logan-Rogersville Safe and Drug-Free Schools and Communities 2006-2007

As required by the federal government, the following activities and programs show Title IV.A Safe and Drug Free Schools progress toward attaining the objectives specified in our Comprehensive School Improvement Plan (CSIP).

For more information, please contact: Mark Hall, District Safety Officer at 753-2813 or Kevin McComas, Central Office at 753-2891.

PURPOSE

The purpose of the Safe and Drug-Free Schools and Communities is to support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and other drugs; to involve parents and the community in the selection of activities and evaluation of their effectiveness; and to coordinate activities with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Section 9 Title IV.A Safe and Drug-Free Schools and Communities

The board of education annually reviews a variety of data so they can make a determination of the effectiveness of these programs. Some of the data include: attendance, dropout rates, disciplinary statistics disaggregated by infraction, consequence, school site, gender, number of students served, youth, parent and staff surveys, incident summaries, etc.

The following activities are a reflection of some of the many positive things that are being taught and supported by the Rogersville Community and the School District. It does take a whole village to raise a child. Please get involved.

2006-2007 ACCOMPLISHMENTS

Citizen Education Component

IMPLEMENTATION OF CHARACTER EDUCATION PROGRAM and PROCESS/DISTRICT WIDE K-12

The Logan-Rogersville School District has adopted the CHARACTER*plus* curriculum and the Ten Essentials of the CHARACTER*plus* Process for all grade levels; based on the recommendation of the Rogersville Safe and Drug-Free Schools and Communities Team, Building Counselors, and School Administration.

WHAT IS CHARACTER EDUCATION?

“Having good character means understanding, caring about and acting upon core ethical values such as honesty, respect, and responsibility.” Character education, then, means helping students develop the strength of character they will need to participate in a democratic society as caring, ethical adults.

Through CHARACTER*plus*, educators are securing community consensus regarding their role in teaching and reinforcing basic values such as honesty, respect, responsibility, caring, and perseverance. They are finding a multitude of ways to bring character education to life for their students and recognizing that each student’s moral development is as essential to the school mission as academic learning and is key to school reform.

Creating and sustaining a meaningful approach to character education requires a partnership between the school, home and the broader community. Throughout Missouri and Illinois, more

than 110 public school districts are involved in the nation's largest community-wide response to the challenges of character education. *CHARACTERplus* weaves character education throughout the school day, integrating it into curriculum, discipline policies, after-school activities and reform initiatives.

Ten Essentials of the CHARACTERplus Process

- 1. Community Participation**-Educators, parents, students and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.
- 2. Character Education Policy**-Character education is a clear part of the district's philosophy, goal or mission statement, including a formal, written policy adopted by the school board. In this way, it becomes a part of the leadership of the school and community. The district policy also should be affirmed, and supported at the building and classroom levels.
- 3. Identified and Defined Traits**-Parents, teachers and community representatives agree on which character traits to emphasize and what definitions to use. Developing consensus on the definitions is key, and the early involvement of students enriches the process. Once the traits are defined, they should be highly visible throughout the school and community.
- 4. Integrated Curriculum**-Character education is an integral part of the curriculum at all grade levels. Character traits are connected to classroom lessons so students see how a trait might figure into a story, be part of a science experiment, or how it might affect them personally. These traits are a part of the instruction of the day---in every class and every subject.
- 5. Experimental Learning**-Students are given many opportunities to experience character traits, see them in action and feel them rather than just talk about them. Community-based, real-world experiences that illustrate character traits are included in the curriculum. Service

learning, cooperative learning and peer mentoring can be an important part of this approach. Ample time is also allowed for discussion and reflection.

6. Evaluation-The character education initiative---- including the implementation process, program activities and impact on students----is evaluated on a regular basis to determine if it is achieving the anticipated results and to validate that the processes and structures are working. Evaluation data are used to improve the program.

7. Adult Role Models-Children “learn what they live.” It is important that all adults in the school community who interact with children on a daily basis demonstrate positive character traits at home, at school, and in the community. Adults need to reflect and focus on important character traits and how to model them systematically and intentionally. If adults, do not model the behavior they teach, the entire program will fail.

8. Staff Development-Significant time and resources are allocated for staff development activities so that staff can create and implement character education on an ongoing basis. Time for discussion and understanding of both the process and the programs, as well as for creation of curriculum and lesson plans, is an important part of training activities.

9. Student Leadership-Students participate in the planning, implementation and evaluation of all aspects of the program. They are involved in age-appropriate activities and encouraged to connect character education to their learning, decision making and personal goals as the process is integrated across the school curriculum.

10. Sustaining the Program-The character education program is sustained and renewed through implementation of the first nine essential elements, with particular attention to a high level of commitment from the administration; community and board of education

support; adequate funding; support for district coordination staff; high-quality and ongoing professional development; and a networking and support system for teachers who are implementing the program.

The Safe and Drug-Free Schools and Communities Team is seeking COMMUNITY PARTICIPATION for this process. Please contact the Logan-Rogersville Central Office @ 753-2891; your name and information will be passed on to the appropriate individuals who will contact you.

UPPER ELEMENTARY

- **IMPLEMENTATION OF CHARACTER EDUCATION—Used “WORD” of the month in weekly classroom guidance lessons; Teachers incorporated word of the month in classroom discussions and posted “WORDS” on classroom walls; First day of each month, Students participated in Spirit Day and the “WORD” of the month is announced over the intercom; Teachers exhibit through their behavior what is being taught to the students**
- **BULLY-PROOFING YOUR SCHOOL curriculum is used in lessons and taught by guidance counselor**
- **Daily RED-RIBBON WEEK activities/high school SADD students presented a Prevention Activity-Students made a DRUG-FREE Pledge with 2nd and 3rd graders**
- **DRUG-FREE POSTER CONTEST**
- **Drug Prevention counseling lessons**
- **Melinda Vacey presented “BETTER SAFE THAN SORRY” program to 3-5 grades**
- **D.A.R.E. curriculum taught to all 5th graders**
- **Fire and Tornado Drills each twice a year**
- **Crisis Management Training for ALL Staff**
- **Building Maps and Plans POSTED in every room**
- **Discipline and other policies and procedures are distributed to students and parents in a STUDENT HANDBOOK**
- **ALL doors are locked except those designated by the administration**

- **Parent literature and training of violence prevention curriculum in conjunction with PTA and Open House, information is also sent home with students**
- **Counselor keeps a web page with parent information, ideas and suggestions**
- **Officer Mark Hall is present and available as needed**

PRIMARY SCHOOL

- **IMPLEMENTATION OF CHARACTER EDUCATION—Used weekly lessons with guidance counselor to understand what character education is, and to discuss and understand each “WORD” of the month; Teachers use the “WORD” in their daily lessons/routines in class, and model the behaviors which they are teaching; “WORDS” are posted in classrooms and halls**
- **Parents are given literature and training of Violence Prevention curriculum through local PTA meetings and Open House/information is sent home with children**
- **RED-RIBBON WEEK activities**
- **FIRE PREVENTION SAFETY WEEK-Logan-Rogersville Fire Fighters presented lessons on fire safety**
- **BUCKLE-UP for SAFETY PRESENTATION**
- **RAILROAD SAFETY PRESENTATION**
- **STAT TEAM-- intervenes with any student need if it interferes with a students ability to learn**
- **SCHOOL POLICE OFFICER/Mark Hall is present and available as needed**
- **BULLY-PROOFING YOUR SCHOOL curriculum taught through counseling department and integrated into lessons by teachers**
- **All doors are locked except those designated by the administration**

Crisis Prevention/Intervention/Response Component

- **Each school site has a detailed emergency management plan in place with identified Crisis Teams.**

- **Each school routinely conducts drills for emergencies.**
- **Crisis Kits and Plans are reviewed and upgraded as needed (measure of effectiveness)**
- **Training and staff development including the use of tabletop exercises are used (measure of effectiveness)**
- **The district conducts bus evacuation drills and trains drivers in how to handle bullying and discipline**
- **District administration, counselors and key community individuals were trained in the CHARACTERplus Curriculum and Process in March of 2007. In the Fall of 2007, all faculty and staff will be trained on how to implement the program at their grade level.,**

PEER MEDIATION/CONFLICT RESOLUTION COMPONENT

- **Logan-Rogersville High School now has over 12 trained mediators in place to help resolve conflicts before they become serious. High School Counselors Gail Mienert and Emily Nagle are the primary sponsors of the group. Mr. Greg Katzin, History teacher and Yolanda Anderson, Assistant High School Principal also attended the training.**
- **Follow-ups will be conducted on mediations(measure of effectiveness)**

JUMP START/Freshman Transition Course

- **4 week summer program for youth Transitioning from Middle School to High School who have struggled academically in one or more courses**
- **Designed to give students a fresh start by building their skill level while earning 1 unit of elective credit**
- **Program was designed by Greg Katzin/Director/History Teacher, Carolyn Winchester/Curriculum Director, Julie Creach/Math Teacher, Emily Nagle/ Freshman Counselor, Jenny Shriver/English Teacher, Andrew Kinslow/Science Teacher**

- (measure of effectiveness) students will be tracked and mentored by one of the four core teachers during their freshman year
- For more information, please contact Emily Nagle, freshman counselor
- The goal of the high school staff is to provide even more students with this opportunity as they transition from middle school to high school

MO Combined Youth Survey

- Conducted March 13-31, 2006 for grades 6, 9, and 10
- Results analyzed and discussed by Safe Schools and Communities; a copy of the survey results may be reviewed at the high school office
- Next Survey will be in March of 2008
- Very small sample for '06, focus for '08 will be a much better turn out of parent permission notes prior to the survey

Building Blocks for Healthy Youth/Best Practice

- A comprehensive study of the 40 developmental assets – good things every young person needs in his or her life.
- More assets mean fewer problem behaviors.
- Building Blocks Parent Awareness information given at PTA meetings and Open House
- Parent monthly newsletter will be posted on the web starting September 2008 along with other web site links helping parents stay connected with their kids

Hi-Step Training/Best Practice

- National Honor Society (NHS) students present lessons that relate to bullying, peer pressure, alcohol use, and drug awareness to 2nd and 3rd graders

SCHOOL POLICE OFFICER

- **Mr. Mark Hall was hired as the new SPO for our School District**
- **Mr. Hall will over see the Safety concerns for the entire district**
- **He will have his office at the high school**
- **(measure of effectiveness-fewer numbers on objective data due to presence of campus officer and feedback from students, staff and parents)**

“PARENT DRUG AWARENESS NIGHT”

- **7:00pm in the High School Auditorium**
- **Information on how to identify drug use, drugs, and how to talk to your kids about the dangers of drugs**
- **Designed for parents of students in grades 6-12**
- **Officer Hall and SGT. Dan Bracker/State Highway Patrol conducted the parent training**

LRHS SADD/Students Against Destructive Decisions/Best Practice

- **Sept./ Chain of Life**
- **Oct./ Alcohol Poisoning Awareness**
- **Oct./RED RIBBON WEEK K-12**
- **Nov./AIDS/HIV Awareness**
- **Nov./Kick Butts Campaign**
- **Dec./Tree of Life**
- **Dec./Lights on for Life**
- **Feb. and Mar./Seat Belt Safety**
- **Mar./Suicide Awareness**
- **May/Commencement Commitment**

Teacher/Counselor/Administrator Training on DRUG TRENDS and CLUB DRUGS at High School 2007/Trainer Officer Mark Hall

Discipline Component

- **In-School Suspension for Middle School and High School students (used as an alternative to OSS when appropriate)**
- **Copy of all School Board Approved Discipline policies given to each student at all grade levels**
- **Both students and parents are asked to sign the handbook, stating they understand the policies.**
- **Starting at an early age, students are taught through lessons how to make good choices**
- **Staff model the expectations they hold for the students**
- **Students are always given due process**
- **(measure of effectiveness-statistical data, regular conferences)**

SOUTHWEST EDUCATION CENTER started in 2006

- **Education Center for those students needing an alternative placement; so they can complete the required credits for graduation**
- **Recapturing students who have dropped out of school**

Credit Recovery/At-Risk Intervention

- **Available to high school students who meet certain requirements**
- **Students are given the opportunity to recover 1st semester credit due to low percentages, if they are willing to put in the time and effort.**
- **(measure of effectiveness-# of students who complete requirements)**

Citizenship Component/BULLYPROOFING OUR SCHOOLS/Best Practice

- **Primary and Upper Elementary Students hold weekly meetings encouraging them to be part of the “caring” majority. They are also encouraged to be the best student they can be in a school community.**
- **Teachers, Guidance counselors and Staff model the expectations they have for the students**

- (measure of effectiveness-fewer cases of bullying, change in school climate)
- Parent training at PTA meetings/literature sent home
- Middle School and High School Staff will incorporate lessons and comments concerning bullying, and character education into daily lessons

EVERY 15 MINUTES DOC-U-DRAMA/Best Practice

- Presented by the H.S. Student Council/every 3rd year
- Reenactment of students involved in an alcohol related accident where a student is killed.
- Followed by an assembly the next day where a video is presented which was made by the students
- Extremely effective
- Scheduled for April 2008

WASTED PROGRAM

- Flight Nurse shows graphic pictures and talked to high school students about what it is like to work accidents where drinking and driving are involved.

Sgt. Rob Aldridge with the National Guard Task Force On Drugs and Alcohol

- Presented an assembly to grades 6-8/Red Ribbon Week
- Video and slides on what drugs can do to you

Sandy Poner/Anti-Smoking Presentation

- Given to all 6th grade students during their science classes

Nutritionist/Eating Disorders

- Frances Bunch spoke to all females in physical education classes in grades 6-8

8th Grade Drug Free Party

- Every year this program is provided as a safe alternative/held at the high school

Project Graduation

- Held after graduation as a safe alternative

Pure Love Assembly/H.S.

- Healthy choices, abstinence and sexually transmitted diseases

Sports World Assembly/H.S.

- Ray McElroy discussed choices concerning drugs and alcohol

Abuse Prevention Component

High School Health Classes/CHOICES PROGRAM

- Week long presentation by Sgt. Aldridge with the National Guard Drug and Alcohol Task Force. The effects of drug and alcohol on your body and mind were discussed
- CHOICES program presented for a week on sexually transmitted diseases
- Nutritionist and Mrs. Blakeney discuss with all females, proper nutrition and effects of eating disorders
- National Association for Mental Health
- Jake Miller-Springfield Police Dept. conducted a program on self defense

D.A.R.E

- 5th grade Safe and Drug Free Curriculum/Program

School Counselors

- Beginning in the early grades teachers and counselors work with students on “making Choices” and being responsible for the decisions they make. Counselors base lesson plans upon the Comprehensive Guidance Program.

A+/National Honor Society Mentoring Program

- High School students mentor younger students to fulfill requirements for the A+ Tutoring Requirements or

Community Service. Even though this is a requirement, both the high school student and the younger student benefit from each other. The high school students understand that the younger students look up to them, and that they have a lot of responsibility to be positive role models who are helping to instill a love of learning in these youth

STUDENT COUNCIL

- **Constantly assists or provides money or physical assistance to those in need**
- **Involves and invites ALL students to become part of the community. Actively involves students in Service Learning and Community Service Activities**
- **For a complete list of activities please contact Andrew Kinslow at the high school**

COMMUNITY SERVICE ORGANIZATION

- **This service organization is designed to instill in youth that we are our brothers keeper**
- **Students are involved in a variety of service projects which help the community and involve the community**
- **For a complete list of activities or suggestions, please contact Laura Kovach at the high school**

SAFE AND DRUG FREE SCHOOLS RECOMMENDATIONS

- **ADOPTION OF A K-12 COMPREHENSIVE CITIZENSHIP EDUCATION PROGRAM (Character Education) Started**

- **ADOPTION OF ANGER MANAGEMENT, CONFLICT RESOLUTION, and PEER MEDIATION Started**

**Yolanda Anderson, Safe and Drug-Free Schools Coordinator,
Reporting**