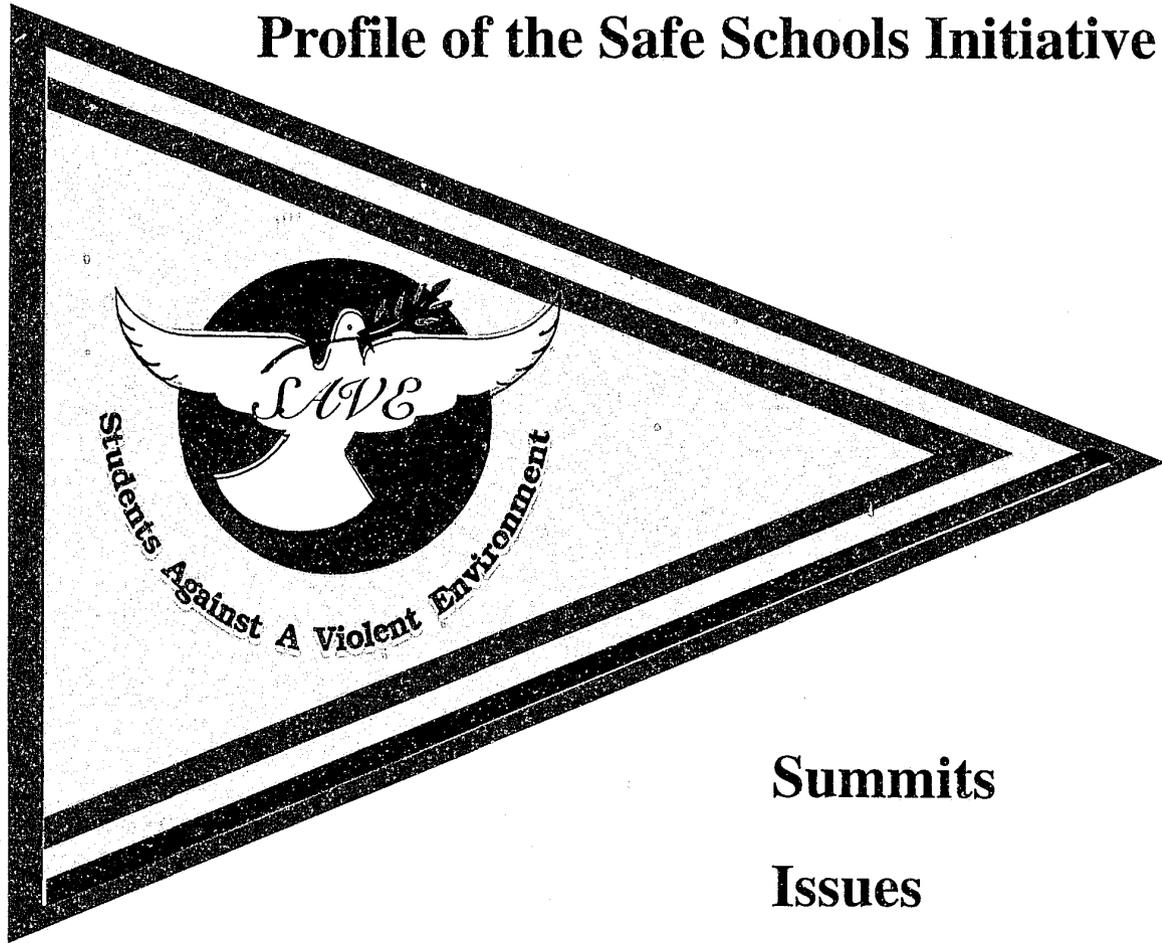


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Profile of the Safe Schools Initiative



Summits

Issues

Solutions

Actions

Programs

Legislation

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Safe Schools Committee
West Virginia Department of Education

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Profile of the Safe Schools Initiative

Summits, Issues, Solutions, Actions, Programs, Legislation

Henry Marockie
State Superintendent of Schools

September 1994

West Virginia Department of Education

Foreword

The West Virginia Department of Education and the West Virginia Board of Education recognize the need of students, teachers, administrators, and other school personnel to have an orderly, safe and stimulating educational environment. Promoting a safe learning environment requires a comprehensive program supported by everyone in the school organization, parents or guardians, and the community.

Beginning in January 1994, the West Virginia Department of Education sponsored nine Safe Schools Summits. The purpose of the summits was to assist students in taking responsibility for their school environments by creating customized action plans and implementing them in their schools. This report states the concerns and solutions generated by the students. These findings may only identify needs. The substantiation and resolution of the needs rests not with the students alone, but with the teachers, counselors and principals who work with students and deliver instruction daily. This document provides information that can be used to formulate activities and programs that support a safe school environment. Without the teachers, parents and students working with these results, the summits will have had no meaning.

You are encouraged to read the document and use it in providing a safe learning environment. Additional information and technical assistance will be provided by the Office of Student Services and Assessment. Please feel free to call the office at 558-2546.



Dr. Henry Marockie
State Superintendent of Schools

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The Issue of Violence in Schools

"There was a time when the problem of violence in schools among the young was not considered to be a problem. If one or two juvenile delinquents had a fight, that was regretful but hardly something to get upset about. Sadly, we know today that violence among the young touches every segment of society. It is not a problem reserved for the big cities or the poor or the broken homes or the ghetto. In the best of our nation's schools, in the finest and most nurturing families, the most affluent homes in the loveliest of neighborhoods, violence is present."

Therese Wilson, Director, Student Services and Assessment for the West Virginia Department of Education and chair of the Safe Schools Initiative, presented this speech at the introduction to several of the safe schools summits conducted by the safe schools committee. It summarized the growing concern that violence in schools and the community is no longer isolated to the fist fights between friends or with the playground bully. Instead, students nationwide are carrying deadly weapons, fighting instead of arguing, and joining street gangs in which violence is part of a code of conduct.

Audrey Horne, President of the West Virginia Board of Education, presented a speech at the Sixth Safe Schools Summit in

Wheeling in which she characterized a society attitude shift among the young. "The real honor was to be elected captain of the safety patrol. A safety patrol person today, I think, would be called a squealer, snitch and/or a nerd. For us, it was keen and neat!"

"Once you lose control of yourself, the situation or the place, the potential for havoc is great. We felt as students, we were responsible for a safe environment."

Although West Virginia public schools have been called among the safest in the nation, the incidents of fighting and students carrying weapons to school have steadily increased in the last five years. The problems most children face lie outside the school. Research indicates that the causes of violence are complex and the solutions require a multidimensional approach.

The West Virginia Department of Education survey of teachers in May 1993 revealed that educators want programs to assist students in solving conflicts peacefully. The survey showed:

- 1) 33 percent of the 23,000 teachers in the state responded to the survey
- 2) 23 percent of those teachers said they want programs to educate students about personal responsibility

What Teachers Think

From Department of Education Survey May 1993

- 33 percent of the 23,000 teachers in the state responded to the survey
- 23 percent of those teachers said they want programs to educate students about personal responsibility
- 14 percent want programs to work with students with severe behavior problems

3) 14 percent want programs to work with students with severe behavior problems

National research on juvenile violence indicates effective interventions should address the needs of individuals, families, schools and communities in order to have a significant impact on violent behavior. *Risk Factors for Youth Violence* by Terence P. Thornberry outlines studies on youth violence in the past decade. The paper states:

- There is growing evidence that for many children, involvement in aggression and violence follows a life course trajectory that begins as early as three or four years of age.
- Chronic violent offenders constitute only 5 to 15 percent of the population, but commit the majority of all violent criminal acts.

- Children who are poorly supervised by their parents and who are involved with highly delinquent peers have a much higher likelihood of violence.

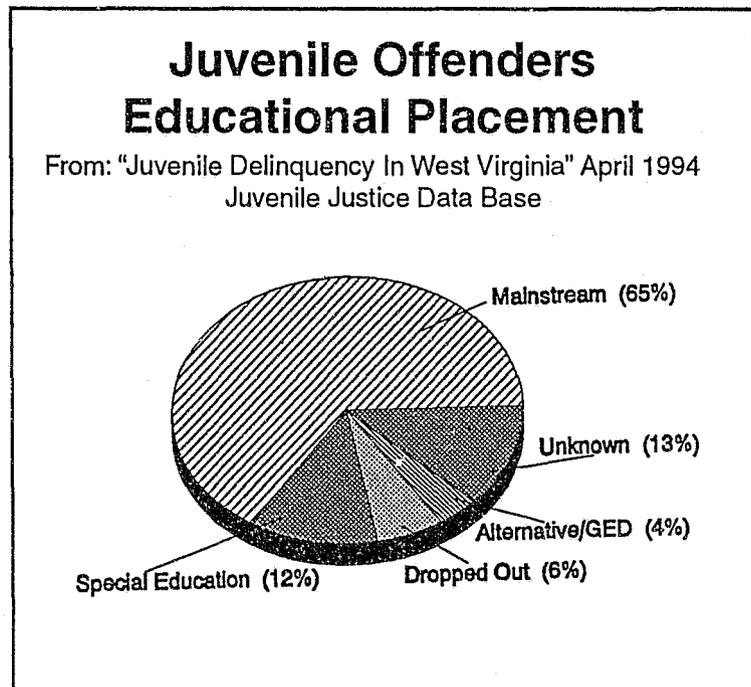
- Parental supervision and bonding, commitment to school, reading and math achievement, high expectations from parents and teachers, relationships with peers who maintain conventional values and self-esteem can have a sizable impact on reducing delinquency.

During the nine safe schools summits, students reported a large number of fights on school property in the last two years, particularly among girls who were fighting over boys. The altercations ranged in severity from loud arguing to physical punches and the drawing of blood. Fights among boys also were reported. These fights were most often about girls. Racial tension was not viewed as a problem by most students at the summits, though there were reported incidents of fighting between black and white students.

The April 1994 report "Juvenile Delinquency in West Virginia" published by the Juvenile Justice Data Base states that 6,450 juveniles were involved in 8,669 cases reported in the state between July 1, 1992 and June 30, 1993. A categorization of common offenses contained in the report lists only 85 incidents of juveniles brandishing a deadly weapon. There were 86 reported incidents of juveniles possessing a concealed weapon. These listings are not clear, however, as to whether the same individuals were charged with both offenses. The top juvenile offense was incorrigible/run away with 1,092 reported incidents. The next highest occurrence of an offense was battery with 985 incidents (see chart on page 4.)

Kanawha County led the state in the number of serious offenses by juveniles with 258 reported incidents in the categories of serious property offenses constituting felonies. Mercer County was second with 88 reported incidents in the same category.

The 1993 report "Violence and Youth: Psychology's Response" published by the



American Psychological Association notes that homicide is the leading cause of death nationwide for young African-American males and females. It also noted that a survey of first and second grade students in Washington, D.C. revealed that 45 percent had witnessed muggings and 31 percent had witnessed shootings.

Teachers and students from West Virginia who attended the safe schools summits believe many students in public schools today do not have future goals or a sense of direction. They believe students feel a lack of responsibility to society.

In schools where Students Against A Violent Environment (SAVE) chapters were formed, the emphasis was placed on counseling and peer mediation. Help in Keeping The Peace (HIP) student organizations also focused on counseling and teaching respect for differences in others. Students in each of the Regional Education Service Agencies wanted more access to school counselors on a personal level and to develop one-on-one relationships that go beyond career guidance and assistance with college application forms.

Students recognized fighting as violence, but declined to say there was a problem with violence in schools. Many students observed they may have become desensitized to violence because of its prevalence in the mass media and in society. By the conclusion of the nine safe schools summits in April 1994, students in high schools throughout the state were posting anti-violence posters, initiating discussions

within the community about violence and taking steps to curtail anger and stress which they overwhelmingly agreed leads to violent conflict.

Risk Factors for Violent Behavior

From *Risk Factors for Youth Violence* by Terence P. Thornberry

Chronic parental unemployment
 Substance abuse
 Early onset of aggression and antisocial behavior
 Family characteristics
 Poor parenting skills
 Discipline
 Child abuse
 Out of home placement
 Inappropriate peer relationships
 Victimization
 Poor school performance
 Problem social behaviors
 Living in socially isolated neighborhoods

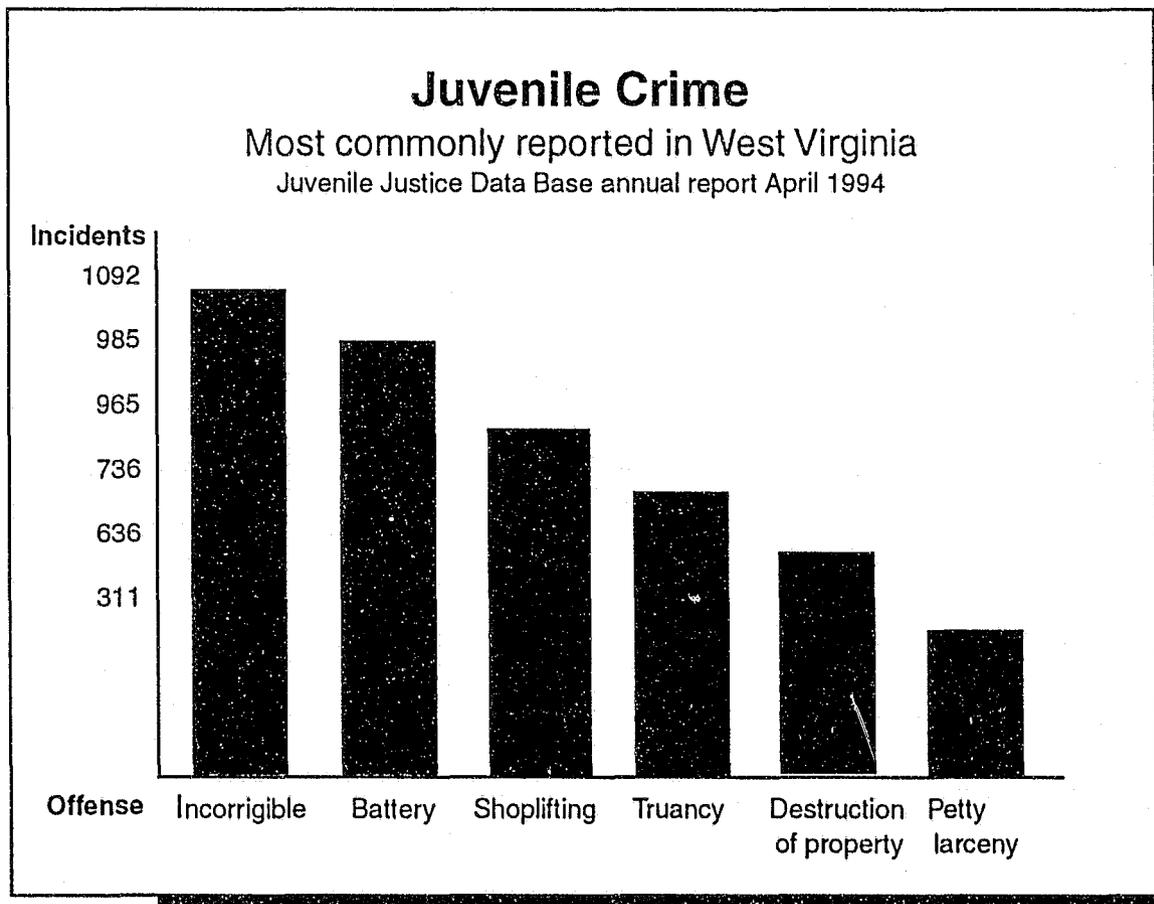
Thornberry states there are nine significant risk factors for violent behavior. These factors are as follows:

- Chronic parental unemployment
- Substance abuse
- Early onset of aggression and antisocial behavior
- Family characteristics (poor parenting skills, discipline, child abuse, out-of-home placement)

- Inappropriate peer relationships
- Victimization (victim of violence or witness to violence in the family and community)
- Poor performance in school and attending schools characterized by poor resources
- Problem behaviors such as gun ownership, drug use, involvement in gangs
- Living in socially isolated neighborhoods that fail to meet basic needs

The report emphasizes that intervention programs should begin early and maintained in the long term, years rather than months. Intervention programs should be comprehensive to address the multiple risk factors associated with violent behavior. Programs and services must intervene with individuals, families, schools and peer factors in a coordinated fashion.

The following sections of this report contain a detailed account of how the West Virginia safe schools summits were conducted and the conclusions reached by those who attended them. This report also contains a section outlining programs to address violence offered by the West Virginia Department of Education and legislation enacted in 1994 by the West Virginia Legislature.



The Safe Schools Committees

Focused efforts to stem violence in West Virginia schools began in January 1993 when Dr. Henry Marockie, the State Superintendent of Schools, representatives of three teacher organizations and the president of the State Board of Education signed a resolution calling for educators, law enforcement officers, government and business leaders to keep public schools free of violence. The State Superintendent created a task force consisting of education and government leaders to consider strategies to reduce and prevent school violence. This task force later resulted in the formation of two safe schools committees.

The committees were charged with exploring the concerns of violence and safety and with recommending solutions to create a peaceful and safe environment for teaching and learning. The external committee was formed with representatives from the Department of Education, county school systems, teacher associations, the Adjutant General's office and Family and Children's Services. An internal committee was formed consisting of Department of Education staff who worked directly with student services and institutionalized youth.

The external committee met October 5, 1993 in the State Board of Education room at the Capitol Complex in Charleston. It reviewed information about incidents of violence in West Virginia schools, programs in communities and schools and concerns that had been expressed by parents, lawmakers and educators.

Based upon the available information, the committee issued the following set of recommendations:

- * Include bus drivers in Safe Schools Survey
- * Provide professional development training for bus drivers
- * Initiate community programs
- * Discuss with West Virginia School Boards Association the review of local policies that influence safe schools
- * Identify influences such as violence in the media and begin a campaign to stop counter productive activities
- * Begin a campaign for student leaders. An acronym could be SAVE (Students Against Violence in Education)
- * Promote the Responsible Students Program

The State Board of Education during its meeting in October 1993 adopted a resolution proclaiming October 17-23, 1993 as America's Safe Schools Week in West Virginia. The resolution recognized that excellence in education is dependent on safe, secure and peaceful school settings as stated in Goal 5 of the Education Goals of the State of West Virginia: "All school facilities will provide a safe, disciplined environment and meet the educational needs of all students."

The internal safe schools committee met November 15, 1993 in the State Board of Education room to review the discussion and recommendations of the external committee. The internal committee decided to visit with student council members in a select sampling of high schools. The committee wanted to understand the concerns of students and what students would be willing to do to curtail violence in schools. The first high school selected was Capital High School in Kanawha County. It was selected because of its size (more than 1,000 students) and

the diversity of its student population. The school is the largest in Kanawha County and serves a racially and economically integrated population.

The student council of Capital High suggested using the theme Students Against a Violent Environment, rather than Students Against Violence in Education, to indicate that violence is a community issue. The students selected a dove, the symbol of peace, for a safe schools campaign logo and agreed to wear white ribbons during a safe schools week. The ribbons would symbolize taking a stand against violence. The students would wear the ribbons non-obtrusively, only explaining the meaning of such if asked by another student. The students would then give a white ribbon to anyone who inquired.



During the following month, members of the internal committee met with student council members at Valley High School in Fayette County, Ripley High School in Jackson County and Huntington East High School and Huntington High School in Cabell County.

Capital High School students formed the first SAVE chapter.

The students in those schools were asked to participate in a safe schools campaign similar to the one devised by the Capital High School students. The campaign would be individualized to meet the needs and concerns of each school. Student leaders also were asked to participate in a safe schools summit with students and teachers from other high schools in the Regional Education Service Agency (RESA). The summit would be a forum for discussion about violence in the schools and communities within the RESA. Participants would discuss the issues, devise possible solutions and formulate plans of action for each student council to implement. All of the student councils agreed to participate in a safe schools week and a safe schools summit, but they were adamant that the solutions must come from the students. The solutions must be student centered and student initiated.

The internal committee met again January 5, 1994 to review its findings from the meetings with student councils. The committee agreed to conduct nine safe schools summits, one for each of the eight Regional Education Service Agencies. RESA VII was to have two summits because of its size (12 counties). The committee agreed to conduct the first summit for RESA III January 28, 1994 at the Charleston Civic Center. RESA III serves Kanawha, Boone, Clay and Putnam counties.

The structure of the summits and the findings thereof are outlined in the following sections of this report. A list of students, educators and community leaders who attended the summits is contained in the appendix.

The Summits

The safe schools summits served as a forum for discussion among students, educators and community leaders about the issue of violence and building a safe, peaceful environment in schools. Nine summits were conducted throughout the state between January and April 1994. Each of the eight Regional Education Service Agencies (RESAs) hosted a summit, however, the safe schools committee elected to have two summits for RESA VII due to its size (12 counties).



Governor Gaston Caperton conducted a press conference with students from Kanawha County who were SAVE members.

Two students, two teachers and the principal and/or other school administrators in each high school in the RESAs were invited to attend as were the county school superintendents, school counselors and community lead-

ers. Governor Gaston Caperton and Dr. Henry Marockie, the State Superintendent of Schools, attended the summit for RESA IV. Governor Caperton hosted a press conference in his office at the state Capitol February 16, 1994 to announce the summit dates and to invite the community to attend.

The participants at each summit met for one day in small and large groups to discuss concerns about violence and other aggressive behaviors, possible solutions and action plans for individual schools. To create a more comfortable environment for students to openly discuss their concerns, the participants were separated to foster open discussions and comparisons between schools and county school districts. The adults were separated from the students after the first summit. The findings of both groups were compared later, and often the conclusions reached by both adults and students were similar.

There were two small group discussions in the morning, the first to determine concerns and the second to discuss possible solutions for these concerns. Within the small groups, each participant was assigned a role: the speaker to represent the group; the time keeper to monitor the time; the reporter to record the group discussion; and the encourager to keep the group discussion focused on the appropriate issues.

After each small group session, the participants were asked to join a large group discussion to report the findings of the small groups. After the concerns of each small group were reported, members of the safe schools committee assisted students in choosing the top five concerns based on the number of times the concerns were listed by each group. Tobacco, alcohol and drug abuses were the top concerns listed at every summit followed by stress and dysfunctional families.

Group participants were then asked to brainstorm for solutions to the concerns addressed by the large group. For example, in the case of drug and alcohol abuse, small groups were asked to consider programs, policies and publicity campaigns which may curtail the abuse among youth. The groups were asked to consider already existing programs and positive aspects of schools where the problem may not be prevalent. The small groups were then asked to report their suggestions to the large group.

In the afternoon of each summit, the participants regrouped with other members from their individual schools. The school teams were asked to formulate action plans to take back to the schools. The plans outlined two or three chief concerns for that school, methods to address those concerns, and a time line for when the concerns would be addressed. The safe schools committee obtained a copy of each action plan to keep on file in the State Department of Education Office of Student Services and Assessment. The committee plans to follow-up with the schools during the 1994-95 school year to find if the plans have been implemented, and if so, how successful the plans have been.

Number of Summit Participants

RESA	SCHOOLS	ADULTS	STUDENTS
I	19	39	35
II	21	59	41
III	17	15	33
IV	19	39	42
V	9	21	14
VI	10	19	22
VII	22	46	49
VIII	11	21	24
TOTALS	128	259	260

RESA I

March 25, 1994, Beckley, WV

Students and educators who attended the RESA I Safe Schools Summit in Beckley expressed a variety of concerns centering on relationships between peers, between students and educators, and between students and their parents. Stress was the number one concern for students. This may be brought on by academic challenges, time management, family and interpersonal relationships and meeting expectations of parents, teachers and themselves. Students also wanted teachers to be positive role models. They were critical of teachers using foul language and smoking. The students also wanted lessons in becoming positive role models themselves.

Educators were most concerned about presenting themselves as positive role models for students. They agreed with a suggestion from students to have periodic student-teacher meetings. They wanted to get to know their students personally.

Teachers suggested developing programs to help students learn time management skills and social skills which lead to positive, rather than negative, resolution of conflicts. Both teachers and students suggested more activities with organizations such as Students Against Drunk Driving and after prom activities in an environment where there is no opportunity for drug or alcohol use.

The following is a list of concerns voiced by students and educators during the summit break-out sessions:

The Concerns

- Need counseling for students
- Nothing for students to do after school, on weekends
- Time management problems
- Not enough positive role models
- Drug and alcohol problems begin at an early age
- Discipline not fair or consistent
- Smoking in the bathrooms
- Poor self-esteem and attitude problems
- Drug and alcohol use and abuse
- Unequal enforcement of school policies

The Solutions

- Initiate after school activities such as line dancing, basketball, etc.
- Put a punching bag in hallways for stress relief
- Begin peer counseling programs
- Alternative testing methods for those who get stressed
- Learn ways to manage time
- Need a new grading system
- Play soft music over loudspeaker

RESA I
Solutions continued

Reduce classroom interruptions from intercoms
Provide stress balls
Conduct AIDS training
Enforce policies equally for students and faculty
Prom Promise and after prom parties
Student/teacher relationship training
Start culture clubs
Role play/drama (plays) about problems
SADD assemblies
Projects - competitions with prizes
Student/teacher meetings at least once a month to discuss problems
Use Channel 1 news, etc., to send anti-violence messages
Role models - HUGGED in Harrison County and SPARKS in Barbour County
Stress management classes
Education about drugs and violence must begin in early grades
Religion is important
Funding for prevention programs
Fair and consistent discipline
Approach administration first and Faculty Senate to help implement programs
Education must be consistent across all grades
Establish multi-county recreation centers
Learning environment should be exciting
Conduct life experience lessons in class
Punishment should fit the crime
Make kids aware of right and wrong
Faculty and students should be treated equally
Kids need learning skills in establishing relationships
Learn alternatives to violence
Establish advisor/advisee programs
Programs to help emotional needs and to learn to accept others
Programs to make all people feel special - increase self-esteem
Video camera in bathroom for drug monitoring
Bathroom escorts
Drug dogs
Smoke detectors in bathrooms
Locker checks
Local tux rental stores place reminders in pockets - no drugs
Anti-drug posters drawn by elementary school children
Frisking policy
Encourage good attitudes - role models, students and teachers
Be positive about positive things
Positive role models - teachers, no cursing
Teach listening skills

RESA II

March 28, 1994, Huntington, WV

Students and educators who attended the RESA II Safe Schools Summit voiced similar concerns about problems among students in interpersonal relationships. Though students were quick to state there was not a problem with violence in the schools, they often talked of conflicts which resulted in physical contacts. Students wanted earlier intervention to teach alternatives to violence. They also wanted programs to promote tolerance about cultural, physical and emotional differences. One of their top concerns was that school counselors spend most of their hours helping students register for classes and fill out college applications. They wanted counselors to have time to develop relationships with students, to help students who may have problems with family, friends, school or extracurricular activities. The students were very concerned about suicide among students and wanted programs and people to turn to for assistance when they or someone they know may be contemplating suicide.

Educators agreed with students that there is a need for counseling services. They suggested student support groups and guidance programs to help students make choices. The educators also suggested stiffer discipline and a more equal and consistent levying of punishment. Parents should be forced to participate in this process by meeting with teachers and administrators.

The following is a list of concerns voiced by students and educators during the summit break-out sessions:

The Concerns

- Teen pregnancy
- Lack of skills in maintaining personal health
- Lack of counseling services
- Teen suicide
- No funding for programs to assist students outside of classroom
- Drug and alcohol abuse by students and teachers
- Punishment not severe enough
- Punishment levied on the group for the wrong doings of a few
- Lack of tolerance for cultural and physical differences
- Lack of student involvement in school activities

The Solutions

- Information and education for students and staff:
 - Classes for students on teen pregnancy prevention
 - Classes for parents on parenting skills
 - Classes for students on maintaining personal health
 - Mental health programs to help students cope
 - Training in peer counseling program
 - Develop a mentoring program
 - Begin early in education to teach alternatives to violence

RESA II

Solutions continued

Training to help identify victims of violence:

- More training for suicide counseling
- Peer helpers to combat suicide
- Require community service for students
- Provide funding for programs such as:
 - TREND, Eagles Nest, Big Brothers/Big Sisters, Peer Mediation, Stress Management,
 - Behavior Modification, STAND-UP, STAR
 - (Student Training For Academic Responsibility)
- Teachers make home visits
- Use Channel 1 for instructional purposes
- Encourage students to join SADD clubs (Students Against Drunk Driving)
- Provide education on sexual harrasment

More school support:

- Provide more school nurses to work with students
- Special speakers to address health/safety issues in schools
- Provide more school psychologists to work with students
- Free up school counselors to work with students who have problems
- Use student population to support programs like peer tutoring, peer counseling and peer mediation
- Provide advisors in homerooms for students
- Offer programs to improve self-esteem for students, teachers, administrators and parents
- Provide club and group activities for students
- Have students involved in programs to fight against drugs in their school
- Have advisors/counselors for students to report suicide possibilities
- Have teachers attend board meetings to keep them better informed of changes
- Have teachers on an advisory council
- Have support groups set up for students to have a place to turn for help
- Have developmental guidance in all schools to assist students in making choices
- Divide junior and senior high schools

Discipline:

- Provide Saturday school for offenders of school rules
- Have a strict punishment policy
- Explore the possibility of boot camps for offenders
- Initiate county-wide discipline policy
- Look at possibility of Alternative Learning Centers
- Offer R.O.T.C.
- Take away privileges of offenders
- Give rewards to good students
- Tell students what to expect
- Force parental involvement

RESA II
Solutions continued

Discipline (continued):

- Maintain quality of enforcement of rules
- Be consistent with discipline
- Enforce penalties for wrong doing
- Don't stress or dwell on bad or negative things

Other suggestions:

- Teach history of cultures for understanding of racial problems
 - Provide multicultural activities for awareness of others' values
 - Provide more activities that are not couple oriented
 - Sponsor free ball games to promote student involvement in school activities
 - Provide an on-site nursery
 - Show that only a few students are actually guilty of wrong doings
 - Have access to telephone system to call home
 - Provide more people to talk to
 - Encourage campus life
 - Give students respect in order to receive respect
 - Use coaches as role models
-

RESA III

January 28, 1994, Charleston, WV

The RESA III Safe Schools Summit was the first of nine summits to be conducted throughout the state. It set the groundwork for concerns and solutions that would be encountered at nearly all of the summits. Such issues as alcohol and drug abuse, smoking by students and faculty and verbal altercations which later erupt into physical fights were all voiced as concerns by the students, educators and guests from outside the education arena.

Students were concerned about what they perceived as a growing number of fights between students which, in counties like Kanawha, sometimes involved a weapon. Students wanted programs to teach respect and tolerance of individual and cultural differences. They wanted to encourage this process by sponsoring activities which forced different groups to interact. They were also critical of school administration, saying administrators lose sight of the human element and do not understand what students are experiencing day to day.

Educators who attended the summit agreed with students on many points, including encouraging students to act as peer counselors and role models for younger students. There was a shared belief in creating programs to teach personal responsibility and to initiate programs which help students cope with issues such as stress.

The following is a list of concerns and solutions compiled during the break-out sessions of the summit:

The Concerns

- Administrators and teachers do not understand students
- No role models for younger students
- Alcohol and drug abuse
- Stress
- Smoking in the rest rooms
- Penalties too lenient and not consistently enforced, or enforced equally
- No reinforcement of DARE beyond elementary school
- No outlets for students to share concerns

The Solutions

- Formal discipline and support:
 - Monitor rest rooms (grandparents do a good job)
 - Stricter penalties - enforce rules for everyone
 - Early intervention programs
 - Locker checks - students sign agreements to have lockers checked
 - DARE (Drug Abuse Resistance Education) - continue beyond sixth grade
 - Conduct student forums where students can share concerns
 - Initiate peer mediation/conflict resolution programs
 - Institute in-school suspension programs
 - Initiate programs that deal with date rape issues

RESA III
Solutions continued

Alcohol and drug abuse prevention:

- Under 21 clubs for youth after school hours
- After school activities
- Open schools for youth and parent activities
- Get parents involved with youth in the schools
- High school students talking with elementary school students about high school

Role models, families:

- Seminars for students on parenting skills
- Classes for parents on parenting skills
- Screen students who are selected to be role models
- Mentoring programs (older students working with younger students)

Teach respect for self and others:

- Interschool council (add parents)
 - Administration learn to understand students
 - Administration trained in human relations
-

RESA IV

April 14, 1994, Oak Hill, WV

Students and educators who attended the RESA IV Safe Schools Summit expressed concerns about increasing negative student behavior such as smoking, drug and alcohol abuse and a lack of tolerance of individual differences. Students were very concerned about peer pressure. Those who attended the summit said bystanders often encouraged students to escalate a verbal disagreement into a physical altercation. Students were also skeptical of the effectiveness of parental involvement at the high school level. They called for more supervision in the schools and for consistency in enforcing the rules. Educators wanted more parental involvement in the schools.

The following is a list of concerns and solutions compiled during the break-out sessions at the summit:

The Concerns

- Tobacco, drugs and alcohol abuse
- Lack of student representation in making school rules and policies at the county level
- Lack of counseling, no one to talk to about problems and concerns
- Unequal distribution of punishment
- No enforcement of rules consistently
- Students do not know teachers, teachers do not know students

The Solutions

Student environment:

- Educational programs such as natural helpers and peer mediation
- Student representation on the County Board of Education
- Teacher involvement in the Safe Schools Summit
- Safe Schools Summits conducted in each school
- Students involved in faculty senate
- Multicultural discussions about attitudes

Tobacco, alcohol and drug abuse:

- Random hall patrols by Deputy Sheriffs
- Monitor rest rooms
- Tougher penalties (in-school suspension, Saturday suspension)

Student problems:

- Encourage everyone to mind their own business
- Educate people about relationships and cultures
- Counseling for students

Supervision in school:

- Walkie talkies in schools for teachers and administrators
- Teachers and administrators should supervise halls and rest rooms

RESA IV
Solutions continued

Supervision in school (continued):

- Hall monitor volunteers (parents, teachers, students)
- Video cameras in rest rooms and halls
- Teachers take attendance in class
- 10 minute rule (students cannot leave during the first or last 10 minutes of class)
- Consistency in enforcing the rules
- Stricter penalties - establish peer board to determine discipline
- Educational penalties - community service
- Reports on cultural differences

Relationships:

- Students get to know administration
- Principals get to know students
- Newsletters sent home about grades, school activities, rewards, etc.
- Keep parents informed about what goes on in schools
- Appointments with teachers and parents
- Student/teacher meetings at times parents can come
- Consistent discipline for all

Parent involvement:

- Counseling students on how to talk to parents - enhance self esteem
- Positive role models
- Parents get more involved in school
- Implement community service programs
- Incentive programs to get parents involved and reward students
- Relate semester exam to attendance policy and include grades and attendance
- Club days (may be same as Faculty Senate day)

Competitions:

- Student vs. teacher
 - Student vs. parent
 - Teacher vs. parent
-

RESA V

April 21, 1994, Parkersburg, WV

Students and educators who attended the RESA V Safe Schools Summit voiced concerns about low-level violence among students and fights and arguments which may escalate into fights. Both groups wanted programs to teach students coping skills in interpersonal relationships. Students wanted more variety in teaching techniques and to relate the material to everyday life. Educators believed students need good role models and should be rewarded for putting forth an effort to make positive changes in themselves and their environment.

The following is a list of concerns and solutions compiled during the summit break-out sessions:

The Concerns

Students need assistance in developing interpersonal relationships
Low-level violence (fights, tension)
Academics not related to everyday life
Health programs need updated
No group interaction to share concerns

The Solutions

Lower at risk factors:

Provide group interactions - clinics, support groups
Provide education at elementary level on alcohol and drugs
Provide awareness programs and education to prevent teen pregnancy
Update and improve health programs for grades K-12
Provide peer counseling for students
Establish positive interpersonal relationships between faculty and students
Be young at heart - sunshine warms the heart of young and old alike
Show involvement with students
Provide student/teacher panels to discuss current concerns and solutions
Students encourage teachers to make positive changes
Reward students willing to "put forth the effort" to make positive changes
Provide good role models

Address low level violence:

Provide for all-level group involvement with projects
Develop homeroom interest groups
Develop current issues groups, opportunities to discuss current events
Staff encouragement to increase sense of belonging for students and staff

Modification of curriculum to meet student needs:

Expand health programs in K-12
Use proven programs
Offer peer counseling

RESA V
Solutions continued

Modification of curriculum (continued):

Provide a variety of courses and programs

Be secure in subject matter

Relate more to students and their problems

Use variety of teaching techniques - keeps school upbeat, students interested

RESA VI

April 11, 1994, Wheeling, WV

Students and educators who attended the RESA VI Safe Schools Summit voiced concerns about stereotyping, violence in schools, parental involvement, vandalism and substance abuse. Students were concerned about being labeled by other students, teachers and the community outside of school. RESA VI consists of northern panhandle counties which have large multicultural and ethnic populations. Several of the counties such as Ohio County have large consolidated high schools. Students and educators wanted to enhance already existing programs to promote cultural awareness and tolerance of individual difference. They were also concerned about violence outside of the school environment.

The following is a list of concerns and solutions compiled during the break-out sessions of the summit:

The Concerns

- Lack of parental involvement
- Stereotyping
- Vandalism
- Violence
- Substance abuse

The Solutions

Parental involvement:

- Classes for parents on parenting skills
- Parents support children regardless of finances
- Community fairs or clubs for all groups to interact
- Parents pick up first and last report cards
- Make it more difficult for students to drop out
- Student/parent exchange days (students stay home, parents come to school)

Stereotyping:

- Tolerance awareness, teach respect
- Interaction with elementary students by high school students
- Education and teaching of appropriate behavior
- Multicultural education

Vandalism:

- Enforce current policies
- Consequences should be strict and consistent
- Saturday detention
- Make vandals clean up mess
- Teachers and administrators patrol halls
- Communication - students, faculty, parents, community
- Group interaction - Peer Mediation Programs, peer advisory councils

RESA VI
Solutions continued

Violence:

- Teachers keep better track of where students are during the day
- Consistency in discipline
- Peer counseling - teach appropriate ways to release anger
- Programs for assistance - natural helpers, Peer Mediation Programs

Substance abuse:

- Students and faculty smile, say "Hello"
- Find something good about each person
- Extra curricular activities for all students
- Volunteerism and community service
- Establish peer groups and youth groups

**Derailing
Vandalism
in Public Schools**

Students representing the five counties of RESA VI had a few suggestions about dealing with vandals and the damage they cause. The solutions they offered called for strict penalties after the fact, but focused on preventive measures such as communication and education. A quick glance at some of their top suggestions is as follows:

- 1) Vandals clean up the mess**
 - 2) Saturday detention**
 - 3) Hall patrols**
 - 4) Strict, consistent penalties**
 - 5) Open communication**
-

RESA VII

March 21, 1994, Clarksburg, WV
March 31, 1994, Morgantown, WV

Due to the size of RESA VII (12 counties), the Safe Schools Committee conducted two Safe Schools Summits in order to keep a small number of participants in each break-out session. The students, educators and guests who attended both summits voiced concerns about the acceptance of different viewpoints by students in schools other than their own. Students were concerned about alcohol and drug abuse by youth, stress and social problems. Educators, however, were concerned about the effect of dysfunctional families on students who come from them. They were concerned that students received mixed signals about what is right and wrong and wanted more-early intervention with all students.

The solutions offered by these groups were equally diverse. Students suggested stress management programs be offered in the schools as well as monthly meetings between students and teachers. Teachers wanted to implement policy changes such as creating a teacher code of conduct and reassessing punishment to fit the crime.

The following is a list of concerns and solutions compiled during the summit break-out sessions:

The Concerns

- Drug/alcohol addiction
- Boyfriend/girlfriend fighting, girls fighting over boys
- Stress caused by making up snow days, keeping up with school and after school schedules
- Social problems - racial tension, problems at home, differences in class status (wealthy vs. poor)
- Peer pressure - students forcing others into fights
- Dysfunctional families - values systems in conflict
- Mixed signals from teachers, administrators
- Juvenile justice system
- Lack of student-centered activities
- Early intervention, problem solving education
- Cultural concerns, racial difference

The Solutions

Discipline:

- Strict enforcement of rules
- Locker checks
- Make punishment fit the crime
- Frisk students when entering building each morning

Education:

- Teach what is right and what is wrong

RESA VII Solutions continued

Education (continued):

- Teach alternatives to violence
- Encourage good attitudes - be positive about positive things
- Teach respect for individual opinions, dress and cultures
- Health classes a good outlet
- Positive role models

Relationships:

- Faculty should treat students as equals
- Develop advisor-advisee relationships to meet emotional, educational needs
- Drama club perform plays about tolerance and differences

Alcohol/drug abuse:

- Signed promises by students not to drink and drive
- Poster campaign by younger students
- Prevention and intervention programs, funding needed

Dysfunctional families:

- Teach parents coping skills
- Make students feel better about themselves
- Give students a sense of belonging to the school
- Make education valuable
- Get parents more involved
- Fair and equitable treatment of parents by administrators

Communication:

- Teachers stand up for students
- Prevent administration from creating paper trails
- Understand the system and different viewpoints
- Students thank teachers for doing the right thing

Juvenile crime:

- Form an intergovernment summit - invite agencies with juvenile contact
- New juvenile facility needed
- Strengthen laws to provide penalties for violent crimes by juveniles
- Notify school officials of student status (probation, history of violent crime, etc.)
- Classes for offenders
- Continue early intervention - DARE (Drug Abuse Resistance Education)

Tackling Dysfunctional Families

Teachers who attended the RESA VII Safe Schools Summits were concerned about the effect of dysfunctional families on students who come from them and what the education system can do to counter those effects. The following chart lists some of their top suggestions:

- 1) Give students a sense of belonging to the school
- 2) Make education valuable
- 3) Teach parents coping skills
- 4) Get parents involved
- 5) Boost student self image

RESA VII
Solutions continued

Resolving conflicts:

Conflict Resolution/Peer Mediation programs

Teach tolerance, values

School uniforms or a dress code

More student-centered activities

Motivational speakers, DARE officers

Student forum days to discuss issues

Students involved in school decisions

Religion working alongside education

Place in the Tri-County area for students to gather

Punching bag in the halls

Time management

Counseling

RESA VIII

April 25, 1994, Romney, WV

The RESA VIII Safe Schools Summit included high school students from eastern panhandle counties and students from the West Virginia Schools for the Deaf and Blind. The students, educators and guests who attended the summit expressed similar concerns as those who attended the previous eight summits. Alcohol and drug abuse by youth topped the list of concerns as did peer pressure, racial tension and a break down of communication between students and adults. The solutions to these concerns centered on communication skills, teaching tolerance through school activities and classes and clubs which could meet during or after school hours.

The following is a list of concerns and solutions voiced by students and educators during the break-out sessions:

The Concerns

- Drug and alcohol abuse
- Peer pressure
- Racial tension
- Communication break downs
- Enforcement of school policies

The Solutions

Decrease drug use and abuse by students:

- Provide more clubs, activities for student involvement
- Make punishment harsh enough to prevent crime
- Be consistent in enforcing existing rules
- Provide strong role models

Help students with peer pressure:

- Allow students to conduct workshops to help themselves
- Provide Big Brother/Big Sister volunteer programs
- Provide activities to increase student involvement

Reduce racial tension:

- Help students understand various cultures
- Eliminate racial or ethnic slurs, require only appropriate terminology
- Provide opportunity for group interactions between racial, cultural groups
- Develop multicultural clubs
- Provide multicultural activities for all elementary students

Resolve community problems between students and adults:

- Develop more group activities to address conflict resolution
- Develop early intervention programs - reporting of problems by students and adults
- Encourage more parental involvement

RESA VIII
Solutions continued

Communication and enforcement of school policies:

Develop a school handbook which defines school policies and state laws

Distribute to students and parents the school handbook

Define policies clearly to everyone

Send newsletters to parents and community businesses

Issue contracts that students and parents sign indicating they understand school rules

Carry out rules and policies consistently

Programs That Work

The West Virginia Department of Education, Office of Student Services and Assessment, offers programs designed to provide maximum educational opportunities while addressing student needs. The office offers training for teachers and student volunteers to implement programs such as the Student Assistance Program and Conflict Resolution/Peer Mediation. It also administers programs sponsored by the U.S. Department of Education Division of Drug Free Schools. These programs are designed to prevent drug and alcohol abuse by youth. In the coming school year, portions of Drug Free Schools funds may be used to enhance safe learning environments in schools.

The following section outlines programs offered by the Department of Education and action taken by the West Virginia Legislature to ensure safe learning environments in schools.

Student Service Programs in West Virginia Schools

Conflict Resolution/Peer Mediation Programs
Drug-Free Schools Programs
Responsible Students Programs
Student Assistance Programs

Conflict Resolution/Peer Mediation Programs

Conflict Resolution/Peer Mediation Programs train students to help their schoolmates resolve disputes peacefully. Peer mediators do not impose solutions. Instead, they help the disputants solve their disagreements and determine their own solutions. The West Virginia Legislature during the 1994 regular session adopted Senate Bill 1000 which mandates that conflict resolution skills be taught in West Virginia schools.

Peer mediation requires students to have certain skills to be successful in the mediator role. Students must be good communicators and good listeners. They must be able to restate and clarify disagreements and ask neutral questions. Students must be able to detect the underlying causes of a conflict. They must know how to defuse anger and develop empathy between the disputants. Finally, peer mediators need the self-control to keep the mediation process confidential, unless they have heard allegations of abuse or threats of serious violence.

Conflict managers gain confidence in their ability to help themselves. They learn to get

along better at home and at school, and often their grades improve as a result of fostering self-esteem. Students learn from the conflict managers how to get along better with each other. Arguments decrease, so that students spend more time learning. Students and teachers are able to work together in a more friendly and relaxed manner.

As of the 1993-94 school term, 100 teachers in West Virginia had been trained in awareness of the program. Approximately 60 educators were trained to be trainers for the program and 20 schools in the state successfully implemented the program. The peer mediation process was presented as part of the large group solutions discussion at the nine Safe Schools Summits.

Drug-Free Schools Programs

The Drug-Free Schools Programs provide additional resources to schools to reinforce efforts to eliminate the use of drugs by our nation's youth. Ending illegal drug use contributes to the commitment of excellence in education.

President Ronald Reagan on October 27, 1986 signed into law the Drug-Free Schools and Communities Act of 1986. This act was later ammended in 1988, 1989 and 1990. In reauthorizing this act, Congress reaffirmed its belief that prompt action by schools, families and communities can bring society significantly closer to the goal of a drug-free generation and society.

Agencies which accept Drug-Free Schools money must adhere to these program requirements:

- 1) A mandatory, age appropriate, developmentally based comprehensive K-12 drug education and prevention program
- 2) Conveying to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful
- 3) Outreach activities that provide drug and alcohol abuse education and prevention programs and referral services for school dropouts
- 4) Guidance and counseling programs and referral services for parents and immediate families of drug and alcohol abusers
- 5) Use of special programs and activities to prevent drug and alcohol abuse among students
- 6) Programs of inservice and preservice training in drug and alcohol abuse prevention for teachers, counselors and other school personnel
- 7) Family drug and alcohol abuse prevention programs including education for parents to increase awareness about the symptoms and effects of drug and alcohol use through the development and dissemination of appropriate educational materials

The 1993 Youth Risk Behavior Survey indicates that students' use of illegal drugs except tobacco continues to decline in West Virginia. The dropout rate in the state has decreased and student support services are enhanced by Drug-Free Schools and Communities funding.

Drug-Free Schools funds may be used for disseminating information, training, community based drug and violence prevention programs, before and after school programs, professional development workshops, prevention of illegal gang activity and evaluation. Drug prevention efforts are for all drugs including tobacco and alcohol.

Responsible Students Programs

The Responsible Students Program was developed at Wheeling Middle School as the Program for Internalizing Values Obtained Through School (PIVOTS) four years ago to encourage responsible student behavior. Governor Gaston Caperton during the 1992-93 school year requested the State Board of Education to expand the program to all West Virginia public schools.

The program assists students in becoming organized and dependable individuals capable of making good judgments for themselves. It encourages student accountability through the development of school standards which are clearly communicated regarding expectations, citizenship, peer interaction and school performance. Consistent reinforcement of expectations and rewards for following the standards leads to an active environment and an active learning climate. Educational improvement is fostered and created school by school among teachers, principals and parents agreeing upon important decisions regarding the operation of local schools.

Faculties determine the standards and expectations, making them school specific. Units of instruction are developed and taught by classroom teachers weekly to reinforce the standards and expectations. Student performance is monitored daily based upon these standards. Incentive and reward programs are developed to encourage students to meet the high expectations, and consequences are developed and clearly stated for students exhibiting inappropriate behavior.

Evidence suggests the Responsible Students Program has improved school performance by 33 percent, as well as attendance, school citizenship and active participation in class. Schools which have implemented the program report it has resulted in the avoidance of conflict and contributes to an orderly and safe school environment. Teachers, administrators and parents are positive and excited by the outcomes and opportunities presented by the program.

Student Assistance Programs

Student Assistance Programs (SAPs) are school-based programs that provide a systematic approach for identifying and offering assistance to students troubled by physical, emotional, social, legal, educational, sexual, medical, familial or chemical-based problems. The SAPs provide a liaison between the school and community agencies when outside help is sought by a student and/or the student's parent.

These programs aim to identify early those students with substance abuse, family or emotional problems and assist them in getting help. The programs focus attention on prevention, intervention and aftercare services for students returning from treatment. The programs are made up of teams of carefully selected school personnel who are chosen for their commitment, communication skills, professionalism and relationships with students and staff. These teams are comprised of specially trained administrators, counselors, teachers and other school staff members who concentrate their efforts to provide a continuum of care for troubled students.

The program addresses four basic areas:

- 1) prevention by providing information and support resources and a safe, nurturing
-

- school climate
- 2) intervention by identifying troubled students and intervention by offering ancillary pro-grams through the school or referral to community agencies
 - 3) treatment/support by providing a bridge to treatment sought by the student or their parents through community agencies
 - 4) aftercare by monitoring the progress of students who return after treatment and offering continuing support

SAPs have had a significant impact in schools as shown through a reduction in vandalism, increased participation in alcohol and drug-free functions, more positive attitudes toward youth with problems, decreased dropout rates, improved communication and rapport between students, staff and the community.

The West Virginia Department of Education in July 1994 received a grant for \$135,034 from the U.S. Department of Education to implement the activities which will support Student Assistance Programs training. School personnel including school counselors, administrators, nurses, teachers, drug-free school coordinators, school psychologists and support staff were selected to participate in Student Assistance Program (SAP) training. Two four-day workshops were conducted with 75 participants per workshop involving 30 schools. Five-member teams were trained for each school represented. The Department of Education will pursue another grant to train additional schools and to provide advanced training for those five-member teams trained this summer. Participating schools are listed in the appendix on page 42.

Legislative Mandates

The West Virginia Legislature during the 1994 regular session passed two bills aimed at tightening restrictions on deadly weapons to keep them out of the hands of juveniles, and to initiate programs in public schools to help deter violent behavior among juveniles.

Senate Bill 46

Senate Bill 46, with *West Virginia Code* references 61-7-10, 61-7-11 and 61-7-11a, added new provisions to the state code regarding the sale and display of deadly weapons. The bill prohibits the simple possession of a deadly weapon on a school bus, in any public or private school and secondary vocational school and on their grounds, in premises that house courts of law and in the offices of family law masters. Possession of a deadly weapon is listed as a misdemeanor while possession with intent to commit a crime is considered a felony under the terms of the Senate Bill.

This bill requires school principals to report weapons violations which occur on buses or at school buildings and grounds to the State Board of Education, which is required to keep such records through the office of the state superintendent of schools. The principals also are required to report such violations to the local state police office within 72 hours of the occurrence. The bill requires parents, custodians and legal guardians who know a person is committing such a violation, or who have reasonable cause to believe that such person's violation is imminent, to report the same to the school or to the police.

Senate Bill 1000

Senate Bill 1000, with *West Virginia Code* reference 18-2-7b , mandates the teaching of resistance and life skills within existing health and physical education classes to counteract societal pressure to use drugs, alcohol and tobacco. In addition, the bill mandates prescribed programs to coordinate violence reduction efforts in schools.

The bill calls for the State Board of Education to prescribe programs to coordinate violence reduction efforts in schools and between schools and communities. It states that students, teachers, counselors and staff shall be trained in conflict resolution skills. Violence programs shall be comprehensive, interdisciplinary and shall begin in elementary schools.

Appendix

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The External Committee

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The Internal Committee

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Charleston, WV 25305

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Coordinator, West Virginia Challenge, WV-STEP

Marsha Carey

Coordinator, Attendance, Student Assistance Programs, Education for the Homeless

Mary Jane Christian

Coordinator, Drug Free Schools

Wayne Clutter

Coordinator, School Transportation and Facilities

Lauretta Cole

Coordinator, Health Occupations Education

Jean Cary Davis

Coordinator, Special Populations

Kay Johnson

Coordinator, Compliance Monitoring Section

Karen Larry

Assistant Director, Office of Professional Development

Don Rice

Principal, Abraxas School

Beth Vorhees

Director of School-Community Relations

Therese M. Wilson

Director, Office of Student Services and Assessment

Robin Ziegler

Coordinator, Child and Adult Food Care Program

The Summit Participants

RESA I

McDowell County:

Big Creek High School

Students: Ray Barrett, Tiffany Padgett

Staff: Lisa Johnson, Henry Lipscomb

Jaeger High School

Students: John Roberts, Cindy Matney

Staff: Wanda Collins, Mary Tolliver

Mount View High School

Students: Kris Starkey, John Borosky

Staff: William Spencer, Preston Wolkoff,

Tonya Reeves, Barbara Hairston

Mercer County:

Athens High School

Students: Travis Wyatt, Christy Ford

Staff: Al Morgan, Robert Land

Bluefield High School

Students: Mathew Bourne, Christy Brown,

Kristie Brown, Matthew Bourne

Staff: Fred Simon

Matoaka High School

Students: Christy Dyson, Melissa Midkiff

Staff: Wanda Mitchem, Brenda Aliff

Montcalm High School

Students: Matt Gaiter, Angela Wilhelm

Staff: Robin Pennington, Cindy Havens

Oakvale High School

Students: Anna Combs, Chris Young

Staff: Carman Stauffer, Mary Campbell

Princeton High School

Students: Talal Husn, Kelli Blankenship,

Staff: Robert Wray, Jim Strong

Spanishburg High School

Students: D.J. Meadows, Kay Davis

Staff: Randy Peek

Monroe County

Peterstown High School

Students: Holly Pitzer, Mark Grigsby

Staff: Donna Boothe

Union High School

Students: Jenny Walker, B.J. Allen

Staff: Susan Weikle, Jeannine

Uterback

Raleigh County

Independence High School

Students: Brandon Flower, Jason Lewis

Staff: Charles Hughes, Joe Goddard

Marsh Fork High School

Staff: Caroline Gainer, Jerry Zaferatos

Woodrow Wilson High School

Students: Robert Rappold Jr., A.J. Hall

Staff: Charles Munson

Summers County

Hinton High School

Students: Chad Meador, John Ford,

Staff: Connie Newton, William Fox

Beth Farley, Rebecca Dillon

Wyoming County

Baileysville High School

Students: Kelli Bishop, Danny Crouse

Misti Toler

Staff: Sherry Davis, Elaine West

Mullens High School

Students: John Ford, Danielle Bowling

Staff: Judy Walker, Sheila Stevenson

Other participants:

Virgil Cook, Kristen Keller, Cleo Mathews, Sheila

Lucento, Suzanne Clagg, Deidra George, Bonnie

Lavender, Rosie Monroe, Rick Ball, Barry Gra g, Helena

Lee, Martha Henchman

RESA II

Cabell County

Barboursville High School

Students: Jimmy McChristian

Heather Silvers

Staff: Carolyn Irwin, Charla Grass

Lonnie Ward

Huntington East High School

Students: Ben Allen, Jennifer Adkins

Staff: Glenda Christian, Mike

Baumann

Huntington High School

Students: Stephen Jones, Glenda Wucher

Staff: Teresa Fyffe, Karen Cummute

Charles Buell

Milton High School

Students: Matt Dillon, Carlee Clark

Staff: Robert Lamber, Sandy Lunsford

Bill Adams

St. Joseph Central High School

Student: Erin Miller

Staff: Dan Fleason

Lincoln County

Duval High School

Students: Trent Linville, Colette Mininger

Staff: Sandra Lawson, Rebecca Wiley

David Bell, Dwight Coburn

Guyan Valley High School

Students: Justin Blankenship, Shana

McComas

Staff: Mary Bell, Gilda Sanders

Harts High School

Students: Julia Thompson, Brandy McCann
Staff: Bill O'Connell, Joe Adkins

Mason County

Hannan Junior/Senior High School

Students: Michelle Alford, Brady Mayes
Staff: Harley Hendricks, Jr., Kathryn Hemeteck-Johnson

Point Pleasant High School

Students: Melissa Burdette, Andrew Nichols
Staff: Rebecca Thomas, Don Spriegel

Wahama High School

Students: Tina Stowers, Missy Smith
Staff: Crystal Hendricks, David Graham

Mingo County

Burch High School

Students: Deonna Diamond, Wes Erwin
Staff: Jim Fletcher, Danny Kinder

Gilbert High School

Students: Karen Hatfield, Matthew Billups
Staff: Zane Perry

Matewan High School

Students: Randy Simpkins, Laura Ferguson
Staff: Gaynell Varney

Tug Valley High School

Students: Margaret Blair, Willie Brewer
Staff: Delores Conley, Gary McComis

Williamson High School

Students: Dewey Dingess, Maria Towles
Staff: Deborah Harris, Curtis Fletcher

Wayne County

Buffalo High School

Students: Staci McGlothlin, Jenny Salmons
Staff: Betty Anne Hale, Linda Maynard, Dennis Bradley

Ceredo-Kenova High School

Students: Kevin Samples, Sidney Stollings
Staff: Karen Davis, Tracy Foster

Vinson High School

Students: Kelli Mollohan, Allen Holmes
Staff: Bob Wyant, John Mullens

Tolsia High School

Students: William Sullivan, Tara Messer
Staff: Gary Adkins, Sandra Perter, Drew Waller

Wayne High School

Students: Kara Morris, Diane Vanhoose
Staff: Bruce Hollis

Other participants:

Pat Carter, Mark Meadows, Curtis Fletcher, Bennie Thomas, Charles Barnett, Don Smith, Mayor Jean Dean of Huntington, Mike Browning, Terry Smith, Dennis Bradley, Linda Reed, Ann Brewster, Dora May Gillispie

RESA III

Boone County

Sherman High School

Students: Randeena Harrison, Brandon Lewis
Staff: Marc Arvon, Jim Henderson

Scott High School:

Students: Aaron Workman, Nisha Purdue
Staff: Diana Halstead, Tammy Dotson

Van High School

Students: Joey Dingess, Kimberly Burns
Staff: Steve Bradley

Kanawha County

Ben Franklin Vocational Technical Center

Staff: Barbara Schell

Capital High School

Student: Angie McCollum
Staff: Peggy Snyder, Nancy Spears, Carla Williamson

Carver Career Center

Students: Jeanette Walkier, Chris Travitt
Staff: Roy Russell, Bob Hardy, Don Hunt

DuPont High School

Students: Adam Alley, Carrie Cruey
Staff: Louis Corey, Ed Durham, Charles Watkins

East Bank High School

Students: Wesley Nugent, Lynn Hill
Staff: Kareena Garner

George Washington High School

Students: Gretchen Schutz, Beth Trammel
Henela Chippett, Katie Snyder
Staff: Patty Supcoe, Larry Lohan

Herbert Hoover High School

Students: Kirby Jones, Crystal Hammons
Staff: Louise Lucas

St. Albans High School

Students: Anthony Morison, Ami Pasel
Staff: Carl Garner, David Ashley

Sissonville High School

Students: B.J. Carney, Christina Marion
Staff: Debbie Atkins

South Charleston High School

Students: Jamie Tincher, Merrill Irving,
Jennifer Farley
Staff: James Sorrent

Putnam County

Buffalo High School

Students: Paul Elliott, Jennifer Eva,
Clarence Wodworth
Staff: Harold Erwin

Hurricane High School

Students: Cassie Garrison, Travis Garnes
Staff: Roger Hart, Yolanda Dennison

Poca High School

Students: Heather Custer, Micah Taylor
Staff: Duane Swanson

Putnam County Technical Center

Students: Chris Kenigeiser, Melissa Dolan
Staff: Gary Adkins

Other participants:

Linda Winter, Barbara Walters, Joe Snodgrass
Manuel Arvon, Mary McCay, Melanie Bush, Nancy
Parr, Dr. Jorea Marple, Jackie Goodwin, Vic Gabriel,
Bill Toussaint, Rosie Monroe, Drema Shireman, Chief
Deputy Randall Blethen, Cpl. Rodney Miller, Sheriff
Jennings Miller

RESA IV

Braxton County

Braxton County High School
Students: Michael Frame, Melanie Frame
Staff: Sue Cunningham

Fayette County

Collins Middle School
Staff: Vicki Lagos
Fayetteville High School
Students: Zack Hunter, Erin Feazell, Rick
Johnson
Staff: Suzann Shumaker, Ann Dotterweich
Fayette County Vocational Center
Students: Mike Webb, David Miller
Staff: Kathy M. Fair
Gauley Bridge High School
Students: Brian Morris, Nicki Surbaugh,
Chelsea Ellison
Staff: Diane Craft
Meadow Bridge High School
Students: Holly Smith, Jason Harper, Larry
Claypool
Staff: Margaret Smith
Midland Trail High School
Students: Tom Ewing, Stephanie Wilson
Staff: Diane Beard
Mount Hope High School
Students: Shawn Gray, Julio Bonifacio,
James Maynor
Staff: Fred McLain
Oak Hill High School
Students: Tommy Bolen, Raegan Aylor,
Drew Winner
Staff: Ron Lewis
Valley High School
Students: Natalie Kees, Sherissa Orr
Gloria Lee Mathis
Staff: Charlotte Martin, Mary Beth Pack

Greenbrier County

Greenbrier East High School
Students: Lori Anderson, Billy Boothe,
Tamia Barnes

Staff: Randy Auvil, Bob Toothman
Greenbrier West High School
Students: Michelle L. Dilley, Raymond
Washington, Mitchell Holiday
Staff: Nila Lytle

Nicholas County

Nicholas County High School
Students: Elizabeth Bright, Courtney Kirtley,
Melissa Bruffy
Staff: Harold Brooks, Margaret Ashby
Richwood High School
Students: Bandy Mullins, Amy Keen, Alex
Chang
Staff: Elisah Little, Dave Hicks

Pocahontas County

Pocahontas County High School
Students: David Young, Mandy Snyder,
Rachel Sheets
Staff: Robert Sheets

Raleigh County (could not attend RESA I Summit)

Liberty High School
Students: Shannon Dickens, Samantha Acord,
Kevin Hall
Staff: Barbara Beasley, Susan Lively
Shady Springs High School
Students: Tanja Daniels, Benjamin Conner
Staff: Glenna Richmond, Kathy Griffith

Webster County

Webster County High School
Students: Ron Williams, Tara Williams
Staff: Karen Rodenbaugh

Other participants:

Governor Gaston Caperton, State Superintendent of
Schools Henry Marockie, Sheila Lucento, Jack Crist,
Rick Powell, Phil Tissue, Kelvin Holliday, Delegate
John Pino

RESA V

Jackson County

Ravenswood High School
Students: Regina Bell, Michele Withrow
Staff: Sherry Browning

Pleasants County

St. Marys High School
Students: Marcia Rouse, Kate McFadden
Staff: Glen DeHaven, Suzanne Rouse,
Cynthia Alkire

Roane County

Roane County High School
Students: Jamie Board, Melissa Crichfield
Staff: Phillip Reynolds

Wirt County

Wirt County High School
 Student: Sara Wigal
 Staff: Linda DeMoss

Wood County

Parkersburg Catholic High School
 Student: Aaron Nedeff
 Staff: John T. Smith, Jr.

Parkersburg High School
 Students: Michael Prater, Michelle Hungate
 Staff: Linda Howard, Roger McCune

Parkersburg South High School
 Students: Molly Elmo, Tabby Miller
 Staff: Ken Davis, Treva Province

Williamstown High School
 Students: Angie Weaver, Bob Kimble
 Staff: Jack Jones, Ray Davidson

Other participants:

Dianne Boggess, Janet Memmel, Fred Krieg, Don Chapman, Dave Weekley

RESA VI**Brooke County**

Brooke County High School
 Students: Emily Sheposh, Chad Robinson,
 Dan Merenda
 Staff: Manuel Markos, Dave Walker,
 Valerie Smith, Michael Rafa

Hancock County

Madonna High School
 Students: Reagan Stetar, Jason D'Alesio
 Staff: William Barrett

Oak Glen High School
 Student: Karen Eskra
 Staff: James Foltz, Cindy Nelson

Weir High School
 Students: Michelle Frangos, Kris Nodiano
 Staff: Debi Mahoney, Wayne Neely

Marshall County

Cameron High School
 Students: Carrie Smith, Jamie Lyons
 Staff: Kathy Jackson

John Marshall High School
 Students: Breigh Zatezalo, Darcy Bierce
 Staff: Rudy Zatezalo, Jo Ann Wilson

Ohio County

Wheeling Park High School
 Students: Kelli Kinney, Jeremy Richter
 Staff: D.E. Dei, Ronald Dilorenzo, Ken Steiner

Wetzel County**Hundred High School**

Students: Jaime Hill, Amie Ely, Amanda Burcher
 Staff: David Hostutler

Magnolia High School

Students: Amanda Haudenshilt, Laura Fulks,
 Damon Lilly
 Staff: Frances Malson, Barbara Jackson

Valley High School

Students: Leslie Pitmann, Sabrina Kinkade
 Staff: Rick Whoolery

Other participants:

Audrey Horne, Mary K DeGarmo, Dr. Larry Jones,
 Nick Zervos, Dr. Susan Jones, Dr. Robert Lewine

RESA VII, Summit 1**Barbour County**

Philip Barbour High School
 Students: Adam Green, Lacoa Corder
 Staff: Donna Boutwell, Sherri Fridley

Doddridge County

Doddridge County High School
 Students: Danna McConnell, Jason Trent
 Staff: Charlotte Starkey, Miriam Kelley

Gilmer County

Gilmer County High School
 Students: Dendra Miller, Randy Ratliff
 Staff: Rosie Williams, Larry Barton,
 Anna Jean Rogucki, Patrick Leggett

Harrison County

Bridgeport High School
 Students: Donnie Lindsey, Jackie Gabriel,
 Daniel Webster
 Staff: Jill Ruziska

Liberty High School

Students: Christopher Nutter, Theresa Brunetti
 Staff: Donna Jo Young

Lincoln High School

Students: Barbara Gorrigan, Jimmy Spadafore
 Staff: Michael Wilson

Washington Irving High School

Students: Amy Holcolmbe, Meredith Frazier
 Staff: Karen Steele, Leon Pilewski

Lewis County

Lewis County High School
 Students: Mike Garrett, Amanda Nicholas
 Staff: Larry McNeely

Marion County

Fairmont High School
 Students: Sarah Jacquez, Lyle "Chip" Fultz

Staff: Kathy Jacquez, Joe Cavalier,
William Ferguson
Marion Vocational Center
Staff: James Casto, Barbara Metheny
North Marion High School
Students: Joel Tuttle, Krystal Kolozy
Staff: Barbara High, Cheryl Conaway

Preston County

Preston County High School
Students: Berry Jenings, Mitch Liston
Staff: Guy Cox, E. Gene Davis

Taylor County

Taylor County High School
Students: Shannon Hayes, Alex Reneman
Staff: Twila George, Mike Skinner

Tucker County

Tucker County High School
Students: Ben Spencer, Peter Morgan
Staff: John Smith

Upshur County

Buckhannon-Upshur High School
Student: Hal McComas
Staff: Carole Ralston, Randall Roy, Traci
Williams

Other participants:

Dr. Wendell Teets, Robert Kittle, William Ashcraft,
Victor Gabriel, Martha Hick, Allen Beer, Teresa
Knight, Jean Bulka

RESA VII, Summit 2**Marion County**

East Fairmont High School
Students: Cindy Goodrich, Gary Furbee
Staff: Tom Dragich

Monongalia County

Clay Battelle High School
Students: Stephanie Sanders, Drew
Shaver, Carey Moore
Staff: Larry Owens, Mary Jane VanMeter

Morgantown High School

Students: Thomas Ryan, Wendy Thomas,
James Pierce, Megan, Malone, Helena Racin,
Thad Law
Staff: Tom Hart, Ron Glover, Gary Swecker

University High School

Students: Jennifer MaHeun, Shannon
Summers,
Melissa Metz, Alicia Ebeling
Staff: Tom Bloom, Steve Davis

Randolph County

Forest Hills High School
Students: Holly Williams, Benjamin Byrd
Staff: Robert Beckwith, Greg Hott

Harman High School

Students: Garrick Teter, Randy Rohrbaugh
Staff: Anite Talbott

Tygarts Valley High School

Students: Shery Swecker, Jennifer Cotrol
Staff: George Coussoule

RESA VIII**Berkely County**

Hedgesville High School
Students: Mark Momas, Stacey Shanholtz,
Marcie Brun
Staff: Brian Careangh, Christie Heaton

Martinsburg High School

Students: Mike Allen, Susan Strider
Staff: Terry Heck, Yvonne Lantz

Musselman High School

Students: Beth Woodward, Deneil Lavorata
Staff: Beverly Coffman, George Grantham

Grant County

Union High School
Students: Jory Bever, Cory VanMeter
Staff: Larry Hedrick, Diana Mielecki

Hampshire County

Hampshire County High School
Students: Jaime Lockwood, Angela Mercer
Staff: Tammy Moreland

Jefferson County

Jefferson County High School
Students: Jonathan Smith, Angela Kordyak
Staff: Rodney Snyder, Susan Walker

Mineral County

Frankfort High School
Students: Brandon Grady, Mark Nelson
Staff: Sandra Bradley

Keyser High School

Students: Jeannette Brooks, Pat Stranistawszck
Staff: Devan Kessell, Jennie Shaffer

Pendleton County

Circleville School
Students: Tracye Pennington, Lisa Harper
Staff: Deborah Poole

WV Schools for the Deaf and Blind

Students: Tabby Smith, Danny Angel,
Mary Ennis, Danny McGowen
Staff: Dennis Wolenski, George Park,
Herb Adrian, Mary Ellen Davis

Senator Sondra Lucht and Sheila Hamilton

The Regional Education Service Agencies

RESA I

205 New River Drive
Beckley, WV 25801
1-304-256-4712

RESA II

2001 McCoy Road
Huntington, WV 25701
1-304-529-6205

RESA III

501 22nd Street
Dunbar, WV 25064-1711
1-304-766-7655

RESA IV

404 Old Main Drive
Summersville, WV 26651
1-304-872-6440

RESA V

1210 13th Street
Parkersburg, WV 26101
1-304-485-6513

RESA VI

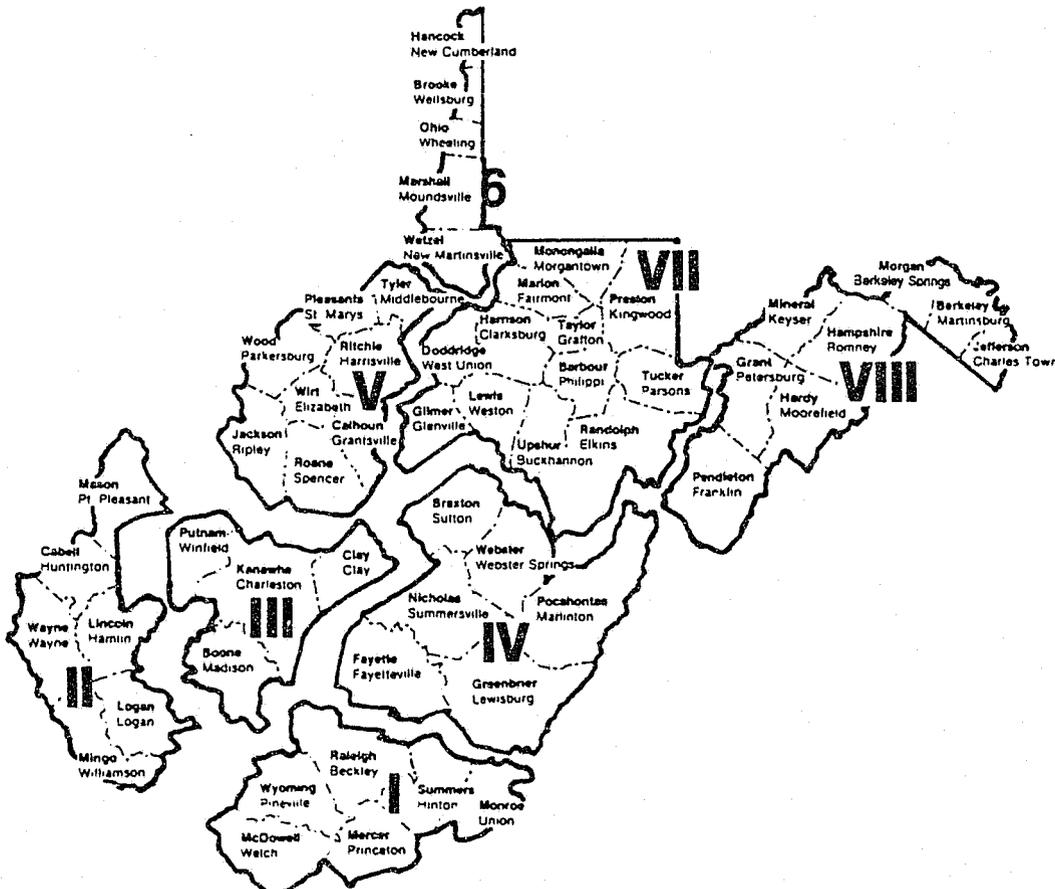
30 G.C.&P. Road
Wheeling, WV 26003
1-304-243-0440

RESA VII

1000 Virginia Ave.
Fairmont, WV 26554
1-304-367-1431

RESA VIII

615 West King Street
Martinsburg, WV 25401
1-304-267-3595



SAP Summer Training, Participating Schools

Session I

July 17-21

Buckhannon-Upshur Middle School
Fairview Middle School
Gilmer County High School
Grafton High School
Hampshire County High School
Huff Consolidated School
Moundsville Junior High School
Mount View High School
Nicholas County High School
North Marion High School
Richwood Junior High School
Richwood High School
Roosevelt-Wilson School
Walton Middle School
Westwood Middle School

Session II

July 24-28

Big Creek High School
Circleville School
Eastern Greenbrier Junior High School
Gauley Bridge Middle School
Greenbrier East High School
Greenbrier West High School
Jaeger High School
Meadow Bridge High School
Mount Hope Middle School
Mullens High School
Princeton Junior High School
Princeton High School
Spencer Middle School
Williamson Junior High School
Williamson High School

Staff Development Survey

1993, West Virginia Department of Education

Percentage score	Staff development choices	Priority rank
8.3	Assertive Discipline	6
5.8	Control Theory/Reality Therapy	8
4.3	Glasser on Discipline	9
4.2	Student Assistance Programs	11
10	Conflict Resolution	4
11.3	Peer Pressure Reversal	3
14.1	Effective techniques to use with severe behavior problems	2
6	Teacher Expectations Student Achievement (TESA)	7
9.4	Cooperative Learning Techniques	5
22.3	Teaching Students Personal Responsibility	1
4.2	Other	10

Other suggestions:

Developing alternative learning centers
 Cooperative discipline
 Effective classroom management
 Staff development on inclusion of special education students
 Behavior modification strategies
 Safety in the classroom sessions
 Setting school wide standards
 Counseling in the classroom
 Counteracting apathy
 Motivation techniques
 Discipline With Dignity

References

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Horne, Audrey. Keynote address at RESA VI Safe Schools Summit. Wheeling, WV, April 11, 1994.

Thornberry, Terence P. "'Risk Factors for Youth Violence'"

West Virginia Department of Education. "Staff Development Survey, May 1993." Charleston, WV 1994.

West Virginia Department of Education Office of Student Services and Assessment. "Student Services in the Schools." Charleston, WV 1994

West Virginia Juvenile Justice Data Base. "Juvenile Delinquency in West Virginia, Annual Report July 1, 1992 to June 30, 1993." Charleston, WV 1994

West Virginia Legislative Services. "West Virginia Code, References SS 61-7-10, SS 61-7-11, SS 61-7-11a, and S 18-2-7b" Amended during the regular session of the West Virginia Legislature, 1994.

Wilson, Therese M. Opening address for RESA III Safe Schools Summit. Charleston, WV. January, 28 1994.

Henry Marockie
State Superintendent of Schools
West Virginia Department of Education