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Administrative Field Experience Internship in Educational Administration

Gary Zum Mallen

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ADMINISTRATIVE FIELD EXPERIENCE

INTERNSHIP IN EDUCATIONAL ADMINISTRATION

(TITLE)

BY

Gary Zum Mallen

B.S. EASTERN ILLINOIS UNIVERSITY 1969

M.S. EASTERN ILLINOIS UNIVERSITY 1973

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1992
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 21, 1992
DATE

July 21, 1992
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FINAL REPORT
INTERNSHIP IN EDUCATIONAL ADMINISTRATION

Presented to the
Department of Educational
Administration and Supervision

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by
Gary Zum Mallen

May 1992

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Purpose of the Internship

During this internship, I hope to increase my knowledge of the duties and responsibilities of a district superintendent. As outlined in my goals and objectives, I hope to observe and participate in central office activities that will offer invaluable experience in district level:

1. Finance
2. Budgeting
3. Curriculum
4. Staff Development
5. School Board/Superintendent Relations

I believe that with this internship and 23 years experience as a classroom teacher, guidance counselor, director of student activities, assistant principal and principal, I will have the background to move into a career in central office administration.

My present career goal is to continue to develop and improve as a building administrator. The completion of the Education Specialist Degree will enable me to grow as a building administrator and will create opportunities for me to move from building to central office administration.

Today's superintendent or central office administrator must have a command of:

1. Good interpersonal skills
2. School Finance and Budgeting
3. Curriculum and Curriculum Development
4. Staff Development

The strongest qualification that I possess is a broad background of experience in administration and management. My strengths include:

1. 7 - 12 Curriculum and Instruction. After working as a high school teacher, guidance counselor, director of student activities, and assistant principal from 1969 through 1988 and as a Junior high school principal from 1988 to present, I have had a great variety of experience in working with 7 - 12 students, parents, teachers and curriculum.
2. Professional Negotiations. I was active in the Teachers' Union and served on the teachers' negotiations teams at both Lawrenceville High School (1969-72) and St. Joseph-Ogden High School (1972-85). In addition, since 1985, I have participated as the secondary schools' representative on the District's negotiating team in Geneseo.
3. Budgeting and Allocation of Resources. I have 15 years of experience as administrator of the Student Leadership Workshop Program for the Illinois Association of Student Councils and four years experience as the Principal of Geneseo Junior High School. In both of these positions, I was responsible for the allocation and management of each organizations limited resources.

After 23 years in high school and/or Junior high school, the most glaring weakness in my experiences is in the area of elementary instruction and curriculum. In addition, despite

experience with building budgets, I have very little experience or background in school (district) finance.

I intend to continue my own education and skill development through classes and workshops pertinent to my professional needs. Although presently my responsibilities focus on middle level education, I realize that these professional needs will change as jobs and responsibilities change. I have enjoyed my experiences as a building level administrator. The position as Junior High Principal has required enthusiasm for education, the belief that improvement comes through change and the patience to understand that change comes slowly. I have experienced some success in implementing change and helping staff "buy into" that change as the junior high has started implementing some facets of the middle school philosophy.

I have been a Junior high school principal since October, 1988, and plan to remain a building level administrator as long as I continue to find the position both challenging and satisfying. While I have no desire to move out of building level administration at this time, I feel that I would someday enjoy a central office position that focuses on staff development and curriculum. I have always enjoyed working with people and need a job that is challenging. I look forward to completing my educational career in administration. I intend to continue to lead for growth and change.

The Setting

The internship will be completed in Geneseo Community Unit School District in Geneseo, Illinois. My responsibilities will include district-wide opportunities in finance, budgeting, curriculum, staff development and superintendent/school board relations. Dr. Harold Ford, the Superintendent of Geneseo Community Unit School District, will serve as the field supervisor for this internship. Dr. Ford received his undergraduate degree and master's degree from Western Illinois University. He completed his Education Specialist degree in Educational Administration at Western Illinois University in 1979. In 1989, he completed a Ph.D. in Education Administration and Supervision at Illinois State University.

Prior to coming to Geneseo, Dr. Ford taught Industrial Arts to grades 7 - 12 in Colchester, Illinois for 5 years. Leaving that position in 1974, he accepted a position at Canton, where he remained until 1987. At Canton, Dr. Ford served as Vocational Director/Cooperative Education Instructor from 1974 through 1979, and Business Manager from 1979 to 1987. While he was Business Manager, the Canton School District went through a financial crisis that saw the District's assessed valuation drop from \$140 million to \$100 million. In addition to farm land reassessment and the reclassification of Fulton County strip mines to "waste land," Canton experienced the closing of major employers like International Harvester.

In 1987, Dr. Ford came to Geneseo, serving as an Assistant Superintendent from 1987 through 1990 when he assumed the duties of Superintendent. As Superintendent, Dr. Ford has been very successful at improving the fiscal stability of the District and the morale of the staff. Despite budget constraints, Dr. Ford and the central office's collegial approach to leadership has made great strides in healing the wounds of the Staff vs. Administration vs. School Board friction that plagued the District during the mid-1980's.

In Dr. Ford's view the main responsibility of the Superintendent is to make certain that everything and everyone works together. Making sure that the entire District is moving in the same direction requires a delicate balance between salesmanship and dictatorship.

A predominantly rural District, Geneseo Community School District #228 covers approximately 261 square miles in Henry County, Illinois. In addition to many square miles of farm land, the District includes the communities of Geneseo, Atkinson, Green Rock and rural route Colona. The District maintains five attendance centers in Geneseo and one in Atkinson. The Geneseo centers include two elementary buildings with grades K-6 and one with grades K-4. The Junior High School serves grades 7-8 and the High School, grades 9-12. The Atkinson attendance center serves grades k-6. In addition to the public schools available, St. Malachy's Catholic Church in Geneseo maintains an elementary school with grades k-6.

Since the fall of 1989, the Geneseo School system has operated the 'Ladders to Learning' preschool for 46 students who demonstrate "need." Need is based on the Denver Developmental Test, a parent interview and teacher recommendation. In the fall of 1989, Geneseo Community Unit #228 established an Alternative Learning Center for students over the age of 14. This Center is for students who have been unable to function in the traditional educational setting.

By Illinois standards, the Geneseo School District is considered a geographically large District. It serves a population of about 14,000 residents. From 1970 until 1980 the District saw a steady increase in enrollment which peaked in the 1980-81 school year. With the collapse of the farm implement industry and the closing of many Quad-Cities factories in the 1980's the District experienced a steady decline of enrollment. This decline was reversed for the first time during the 1990-91 school year. The District is experiencing a new resurgence in new home construction and resale.

The major industry of the District is agriculture. In addition to production farming, the District has several seed and fertilizer companies. Many residents living in one of the District's communities or rural subdivisions work in the Quad-Cities. The primary employer in the Quad-Cities continues to be John Deere.

The District's socio-economic level varies greatly. Geneseo is a community of predominantly middle to upper-middle class

income families. Many of the area farmers maintain second jobs, with farming as a supplemental income. The District's lower income families are concentrated mainly in the area west of Geneseo in the towns of Green Rock and Colona.

During the 1991-92 school year, the District enrollment of 2956 included only 49 minority students (Hispanic, Black or Asian). The approximate enrollment of the District's schools include: Atkinson Elementary - 153 (K-6); Millikin Elementary - 501 (K-6); Northside Elementary - 285 (K-4); Southwest Elementary - 513 (K-6); Geneseo Junior High School - 524 (7-8); and J.D. Darnall High School - 966 (9-12). In addition 9 Geneseo students attend Cambridge or Kewanee schools for Special Education services.

The curriculum of J.D. Darnall High School includes basic, regular and honors classes in math, social studies, english and science. Advanced Placement classes were started at the high school in 1990-91 and presently include courses in English, Math and Science. Vocational classes and opportunities in Cooperative Education are available in the areas of business, home economics, industrial arts and agriculture. Agriculture was dropped from the high school in the 1989 because of poor enrollment. Due to community support and some updating of the agriculture curriculum, enrollment was back up in 1990 and 1991. Training for all students is available in computer education through computer classes. In addition, the high school's complete Apple lab and complete IBM lab make it possible for many teachers to incorporate

computer lab work into their regular curriculum. High school students take four years of daily physical education. On average, about sixty-two percent of the graduating seniors continue their education in either two- or four-year institutions.

The Geneseo School District is recognized at all levels for excellence in student activities. In addition to honors in athletics, music, speech and drama, the high school and junior high school have extremely active student councils. The high school has had student officers in the Illinois Association of Student Councils for two years with President in 1990-91 and Treasurer in 1991-92.

The junior high school is deeply involved in an effort to implement aspects of the middle school philosophy. Staff members have attended a variety of middle school conferences and several steps have been made to move staff and students toward a more humane approach to middle level education. At the present time, students are assigned to "houses within the school" with four academic teachers (1 each of math, science, english, social studies) assigned to each house. The teachers in each house have a common preparation period in which to plan interdisciplinary instruction and discuss the problems and/or successes of their students.

The junior high curriculum requires math, science, english, and social studies of each 7th and 8th grade student. Two years of physical education are required, but students are pulled from physical education one quarter each year for health. The

curriculum also requires seventh graders to take a fine arts elective (music - band and/or choir - or art) and eighth-graders to take a vocational elective (home economics or industrial arts). If they choose, eighth graders may elect to give up a study hall and take second year of fine arts. The Junior high offers extracurricular opportunities in athletics, music, student council and yearbook. Both the Junior high and high schools have an extensive resource program for learning disabled students. In addition, both maintain a self-contained special education classroom.

The Geneseo School District is accredited by the North Central Association. In addition, it maintains membership in the Henry/Stark Special Education District and the Henry/Stark Media Co-op. The various needs of the District's teachers and administrators are serviced by the Educational Service Center #8.

The Administrative structure for District #228 includes a superintendent, assistant superintendent and director of business services at the central office. The high school administration includes a principal, one full-time assistant principal and one part-time dean. In addition, departmental chairpersons at the high school perform administrative functions in budget and curriculum. They are not considered administrative staff, however, and have no responsibilities for staff evaluation. The Junior high school has a principal and a part-time dean. The four elementary schools each have a principal.

The District employs a 173 person certified staff which includes three high school guidance counselors, two Junior high school guidance counselors and an elementary school social worker. Twelve Henry/Stark Special Education Cooperative employees work within the Geneseo Schools. The District also employs 55 full-time and 36 part-time non-certified staff as secretaries, custodians, maintenance employees, cafeteria employees and aids.

Geneseo District #228 has an assessed valuation of \$106,891,197 and an operating budget of \$11,793,196 for the 1991-92 school year. The total tax rate for the district is \$3.9437 per \$100 assessed valuation. The assessed valuation per school aged child in the district is \$37,250.84. The educational cost per student was \$3,246 during the 1990-91 school year.

Revenue sources for the 1990-91 school year include the state of Illinois with \$5,462,350; local revenue for \$5,575,770, and Federal funding of \$269,700. The District expenditure in the education fund is \$8,920,348 with salaries amounting to 72% of that figure. Additional expenditures include: Operations and Maintenance, \$572,989; Bond and Interest, \$495,550; Transportation, \$495,550; Municipal Retirement \$251,670; and Site and Construction, \$199,000.

The average teacher's salary for 1991-92 is \$29,597. According to an Illinois Education Association study dated December 15, 1989, and based on 87-89 salary data for Service Region 17, Geneseo is placed first in career earning potential. This study indicated that a Geneseo teacher could earn \$688,513 over a

25-year career. This total was first among the ten like-size districts within the region and 126th out of 377 like-districts in the state of Illinois. An outstanding relationship currently exists between the teachers' association and the District administration. This represents a great turn around over six years ago. The teachers are in their first year of a three-year contract.

I have been employed as an administrator with the Geneseo School District for seven years. I am familiar with the staff, administration and community. Since all of my experience has been as an administrator at the high school or junior high school, I believe that this internship will offer an opportunity for practical experience with elementary school and/or unit office administration. I believe the internship will be excellent preparation for my future in educational administration.

Objectives and Activities and Calendar

The following objectives and activities outline the internship program:

ELEMENTARY SCHOOL ORGANIZATION/OPERATIONS

- A. Mr. Zum Mallen will develop an understanding of the organization and operation of an elementary school.
1. Work with Elementary Principal, Bill Menendez, on scheduling, budgeting, etc.
 2. Observe elementary school office and class operations.

BUDGET PROCESS

- B. Mr. Zum Mallen will become knowledgeable with the budget process for Geneseo District #228.
1. Work with Dr. Harold Ford, Superintendent, and Steve Durian, Business Manager, on amending the 1991-92 budget.
 2. Work with Dr. Harold Ford, Superintendent on setting the 1992-93 levy.
 3. Work with Dr. Harold Ford, Superintendent and Steve Durian, Business Manager, on preparing the 1992-93 budget.
 4. Work with Steve Durian, Business Manager, on use of the budget as a spending/planning guide.
 5. Work with Harold Ford and Steve Durian on using the budget as an investment guide.

SCHOOL BOARD

- C. Mr. Zum Mallen will become knowledgeable in Superintendent/School Board Relations.
1. Discuss Board relations and communications with Dr. Harold Ford, Superintendent.
 2. Work on "Board Notes" with Superintendent in preparation for each School Board Meeting.

- D. Mr. Zum Mallen will become knowledgeable with BOARD POLICY and the procedures for writing, amending and adopting BOARD POLICY.
1. Review present Board Policy Manual
 2. Review recently rewritten policies that are awaiting Board approval.
 3. Attend Board Policy Committee Meetings

EDUCATIONAL FOUNDATION

- E. Mr. Zum Mallen will be become familiar with the Educational Foundation and understand the Superintendent's relationship to the Foundation.
1. Review Geneseo Education Foundation's Charter, Policies, Procedures, etc.
 2. Attend Geneseo Educational Foundation's Board Meetings
 3. Discuss the Foundation and Superintendent/ Endowment Board relations with Dr. Harold Ford.

GRANT WRITING

- F. Mr. Zum Mallen will become knowledgeable and experienced with grant sources, application procedures, and budgeting of expenditures.
1. Discuss grant sources and grant application procedures with personnel responsible for those applications. For example:

David Markward, Assistant Superintendent with responsibilities for District's grant applications.

William Menendez, Elementary Principal with responsibilities for the District's Early Childhood grant applications.

Terry Blackert, Elementary Principal with responsibilities for the District's Chapter grant application and management.

James Lodico, Elementary Principal with responsibilities for the District's Gifted grant application and program management.

Nancy Dwyer, High School Counselor with responsibilities for the District's Drug Free Schools grant application and program management.

2. Attend GRANT WRITING WORKSHOP sponsored by the Midwest Center for Drug Free Schools and Communities on September 26.
3. Attend GRANT WRITING WORKSHOP sponsored by ESC 8, Sterling, IL on October 21.
4. Locate, write and submit at least one grant application in an area needed by the District.

STAFF DEVELOPMENT

H. Mr. Zum Mallen will become knowledgeable in Staff Development

1. Attend and participate Professional Improvement Committee Meetings.
2. Participate in the planning, organization and conduct of the District's Inservice Programs (first responsibility October 11, 1991 Inservice Day).

CURRICULUM

I. Mr. Zum Mallen will become knowledgeable with the various aspects of the District's curriculum, K - 12.

1. Attend and participate on the District's Computer Committee (K-12).
2. Attend and participate on the District's SLO Committees for Math and Science.
3. Attend and participate on the District's Testing Committee (K-12).
4. Attend and participate on the District's Gifted Committee (K-12).
5. Attend and participate on one of the District's K-6 Textbook Adoption Committees

LOG OF INTERNSHIP ACTIVITIES

September 15, 1991 - December 31, 1991

Date	Activity	Hours
Sept. 15 (NA)	Met with Dr. Harold Ford to discuss Internship goals and objectives	1
Sept. 17 (H-2)	Attended and participated in the District's Professional Improvement Committee meeting (A-1)	1.5
Sept. 26 (F-2)	Attended the Technical Assistance (Grant Writing) Workshop in Naperville, IL. This program was sponsored by the Mid-West Center for Drug Free Schools and Communities. (A-2; A-6)	13.5
Sept. 30 (H-2)	Attended and participated in the District's Professional Improvement Committee meeting (A-7)	1.5
Oct. 3 (NA)	Attended a meeting to review Northside School's paper 1 recycling program (sponsored by state grant) (A-8)	1
Oct. 9 (NA)	Attended an Internship meeting with WIU Advisor, Dr. Robert Hall and Field Supervisor, Dr. Harold Ford.	1
Oct. 17 (NA)	Met with Dr. Harold Ford to discuss internship and to complete Internship goals and objectives	1
Oct. 17	Attended and participated in a meeting of the Geneseo School Board's Policy Committee. During this meeting, the Committee reviewed and discussed final recommendations for revisions in Board Policy.	2
Oct. 21 (F-3)	Attended a Grant Writing Workshop sponsored by ESC-8 in Sterling, Illinois. (A-9)	4
Oct. 21 (F-4)	Met with Kent Wolfe and Kathy Griffith (Geneseo teaching staff) to review Grant Application procedures and assign responsibilities to find Grant sources.	1
Oct. 25 (NA)	Worked with Dr. Harold Ford and Assistant Superintendent, Dave Markward in reviewing Administrator Plans and developing the Administrator Development Plans for Geneseo Administrators.	1.5

Oct. 26 (F-4)	Review existing files on Grant Sources and pulled out sources for further review by Kathy Griffith and Kent Wolfe.	2
Oct. 28 (I-4)	Attended and participated in the District Gifted Committee meeting. (A-10)	1.5
Oct. 31 (B-4)	Met with Mr. Steve Durlan to discuss the district's FY 92 Budget Information. (A-10.5)	1.5
Nov. 4 (F-11)	Attended and participated a planning session of the District's IMPACT Team regarding the use of available Drug Free Schools and Communities Grant monies. (A-11; A-12)	1.5
Nov. 10 (E-3)	Met with Dr. Ford to discuss School District/GEEE and Superintendent/GEEE relations	.5
Nov. 12 (E-2)	Attended and observed the board meeting of the GEEE (A-13)	2.5
Nov. 13 (H-2)	Attended and chaired committee meeting responsible for the Junior High School's portion of the district's half day Inservice on Nov. 22. (Professional Improvement Committee responsibility) (A-14)	.5
Nov. 13 (H-1)	Attended and participated in the District's Professional Improvement Committee meeting. The primary agenda item was planning for the District's half-day Inservice on Nov. 22. (A-15)	1.5
Nov. 20 (H-2)	Attended and chaired the final meeting of the committee responsible for the Junior High School's portion of the November 22 Inservice. (Professional Improvement Committee Responsibility)	.5
Nov. 25	Attended and participated in the District Gifted Committee meeting (A-16)	1.5
Dec. 10 (E-2)	Attended and observed the board meeting of the GEEE (A-17)	2.5
Dec. 11 (B-3)	Met with Dr. Harold Ford to discuss District finances in light of projected state cuts in state aid.	1
Dec. 14 & Dec. 15 (D-11)	Reviewed the District's new School Board Policy Manual	6.5

Dec. 16 (I-3)	Attended and participated in a meeting of the District's Testing Committee (A-18)	1.5
Dec. 17 (A-1)	Met with William Menendez to discuss Elementary School daily operations, supervision and budgeting.	1.5
Dec. 23 (H-2)	Reviewed the evaluations of the series of five teacher orientation programs conducted by the District. Completed a summary of those evaluations to be presented to the Board of Education on 1/7/92 (A-19)	3.5

ASSESSMENT OF PROGRESS

September 15, 1991 - December 31, 1991

Reviewing the first third of my internship, I am pleased with the accomplishments in some areas, but I feel there is a definite need to concentrate on some other areas. Although a great deal remains to be done, I am satisfied that progress is being made in the areas of:

Educational Foundations (E. 1-3)

Grant Writing (F. 1-4)

Staff Development (H. 1-2)

Curriculum (I. 1-5)

I am concerned, however, that busy schedules have hindered progress in the areas of:

Elementary School Organization (A. 1-20)

Budget Process (B. 1-5)

School Board (C 1-2)

It has been extremely difficult to nail down a time when I could get together with the other administrators involved to accomplish anything in depth in those areas.

At this time, I am very comfortable with the progress that has been made toward familiarizing myself with the Educational Foundation (E. 1-3) The "Geneseo Endowment for Excellence in Education" (GEEE) is a new non-profit foundation to support high quality education in the Geneseo schools. I met with Dr. Harold Ford, Superintendent, on November 10, to discuss his relationship

with the GEEE and (more importantly) the school district's relationship to the GEEE.

After securing approval of the board members, I attended and observed the GEEE board meetings on November 12 and December 10. The board was putting the final touches on the GEEE's fund raiser and details of the "Kick-off Breakfast" were discussed. I was impressed with the seriousness with which the members addressed the issues at hand. After attending the meetings, I felt confident that the GEEE could successfully establish an endowment to support education in Geneseo. I was also struck with the need for diplomacy when trying to work with such a diverse group of strong-willed, successful community leaders as makes up a group like the GEEE Board. The heated discussions and firm stands of some members tested the "people skills" of both the Superintendent and the GEEE Board President.

I am very pleased with the progress that is being made toward the objective of Grant Writing (F. 1-4). On September 26, I attended the Technical Assistance (Grant Writing) Workshop in Naperville, Illinois. This program was sponsored and conducted by the Mid-West Center for Drug Free Schools and Communities. The program was well-organized and most presentations were good. The federal sources for grants to schools received good coverage and went well beyond those strictly tied to substance abuse prevention. In addition to new ideas for grant sources, I found the presentation on 'evaluation' extremely valuable. This portion of the program dealt with how to write the

description of a project's evaluation into the original grant proposal. I found this valuable because this is the area of grant writing in which I have the most difficulty.

On October 21, I attended the Grant Writing Workshop sponsored by the ESC-8 in Sterling, Illinois. This program was conducted by Art Yonke of Western Illinois University. In addition to attending this workshop myself, I also invited two Geneseo teachers, Kent Wolfe and Kathy Griffith, to attend with me. After attending the workshop, the three of us met to review grant application procedures and assign responsibilities to find grant sources. About a week later, I reviewed the existing file of grant sources and forwarded information on pertinent sources to Mr. Wolfe and Mrs. Griffith.

On November 4, I attended a planning session of the District's IMPACT team with Ms. Nancy Dwyer. The purpose of the meeting was to discuss the usage of Drug Free Schools and Communities Grant Funds budgeted for the elementary schools. One of the issues that became most obvious was the difficulty of getting the elementary staffs and administrators to consider the addition of substance abuse prevention programs to the already crowded elementary curricula. The elementary personnel's reluctance seems to feed the frustration of Junior High and High School personnel who want more of the limited funds for programs in their own buildings. I would not be surprised to see the share of the Drug Free Schools and Communities money presently budgeted for elementary prevention programs dwindle in future years.

The objective that I am the most pleased with is Staff Development. I have regularly attended and participated in the meetings of the District's Professional Improvement Committee. I attended committee meetings on September 17, September 30 and November 13. As a result of these meetings and regular conferences with Assistant Superintendent, Dave Markward, I have assumed a greater role in the organization of staff inservice for Junior High School teachers. Working with the Junior High Steering Committee, I directed the planning and organization of the Inservice days on October 11 and November 22. I am happy with the development of the programs that I have been responsible for. I hope that I will be able to increase my involvement as the internship continues.

In addition to the planning and organization of inservice programs, Assistant Superintendent Markward requested that I assume responsibility for the evaluation of five teacher orientation programs that he conducted for the district. While I did not create the evaluation instrument, I did review the evaluations and compile the summary of their results which will be presented to the Geneseo Board of Education on January 7, 1992.

In the objective of Curriculum (I. 1-5), I am just beginning to make progress. I attended and participated in the district's "Gifted Committee" meetings on October 28 and November 25 and the "Testing Committee" meeting on December 16. I found these meetings extremely interesting since this was my first opportunity

to get a K-12 perspective on some issues. In 23 years of working in education, I have never had that opportunity before.

The Gifted Committee chaired by Elementary Principal, James Lodico, is considering changes in the criteria for placement in gifted programs. The Testing Committee, chaired by Assistant Superintendent Markward is reviewing the present testing program and is considering changes in the present testing schedule. The differences in the leadership styles of these two administrators and the way they chaired their respective committees has been interesting to watch unfold.

The objective giving me the greatest concern at this time has been in the area of Budget Process (B. 1-5). I reviewed the district's budgets with Business Manager, Steve Durlan on October 31. I met with Superintendent Ford on December 11 and was very pleased with our discussion of the district's finances in light of the State of Illinois financial crisis. I am not comfortable with the slow progress that I am making toward meeting this objective.

There is a great deal left to be accomplished, but I am confident that I am on schedule with the objective of Elementary School Organization/Operations (A. 1-2). I met with Bill Menendez on December 17 for a very valuable discussion of an elementary building's daily operations, supervision and budgeting. Mr. Menendez is the Principal of Southwest Elementary School in Geneseo. He is an experienced elementary school principal. I am confident that working with him, I can easily complete the objective.

I feel that I have a good start toward completing the objective on School Board (C. 1-2). I attended and participated in the School Board's Policy Committee meeting on October 17. This was the committee's "final meeting" since it was completing a total re-writing of Board Policy. The aspect of Board Policy that impressed me the most is that it is never finished. Before the new Policy Manual could be compiled, issues have arisen that have required the consideration of additional policies. I reviewed the new Board Policy Manual on December 14 and will attend future Policy Committee meetings where revisions and additions are considered.

In addition to the activities that met specific objectives, I participated in two additional activities as well. On October 3, I attended a meeting conducted by the Business Manager, Steve Durian to review the paper recycling program at Northside Elementary School. This recycling project was a pilot program funded with a State of Illinois grant.

On October 25, I met with Superintendent, Dr. Harold Ford and Assistant Superintendent, Dave Markward, to review sample Administrator Development Plans and to develop the appropriate plans for Geneseo administrators.

The internship has been interesting and productive to date. I am encouraged with the progress that is being made and I am looking forward to continuing and increasing my involvement in central office and district-wide activities.

LOG OF INTERNSHIP ACTIVITIES

January 1, 1992 - March 31, 1992

Date	Activity	Hours
Jan. 4. 5. 6 (E-1)	Reviewed Geneseo Foundation for Excellence in Education (GEEE) by-laws, records and historical files.	8
Jan. 7 (H-2)	Presented and reviewed summary of the district's teacher orientation program to the Board of Education. (A-20)	.5
Jan. 8 (H-1)	Attended and participated in District's Professional Improvement Committee. (A-21)	1.5
Jan. 8 (H-2)	Attended and chaired meeting of committee responsible for organizing January 16 Inservice for Junior High Steering Committee.	.5
Jan. 9 (I)	Attended and participated in the District's Reading Committee meeting. (A-22)	1.25
Jan. 11 (E-1)	Organized GEEE files and historical records belonging to Superintendent, Dr. Harold Ford.	4
Jan. 13 (E-3)	Met with Dr. Harold Ford to turn over and explain organization of GEEE files.	.5
Jan. 13 (I-4)	Attended and participated in the District's Gifted Committee meeting. (A-23)	1.5
Jan. 13 (B-4)	Worked with Steve Durlan, Business Manager to complete the quarterly reports for Chapter II and Gifted Grant funding.	2
Jan. 14 (E-2)	Attended and observed the board meeting of the GEEE. (A-24)	2.5
Jan. 15 (H-2)	Attended and chaired meeting of committee responsible for organizing January 16 Inservice for Junior High Steering Committee.	.5
Jan. 16 (H-2)	Attended and chaired Junior High Steering Committee Inservice to help develop 1992 goals. (A-25)	7.5
Jan. 27 (I-3)	Attended and participated in the District's Testing Committee meeting. (A-26)	1.25
Feb. 1	Reviewed the evaluation from the Junior High January	5

(H-2)	16 Inservice program. Summarized the results of evaluation for the Unit Office. (A-27)	
Feb. 4 (NA)	Attended and participated in the WIU Interns' meeting Sorensen Hall (Quad-City Graduate Center).	1.5
Feb. 6 (C-1)	Attended and Participated in the Geneseo Board of Education/Administrators' Planning Retreat. (A-28)	4
Feb. 10 (I-4)	Met with Pam Durian, Gifted Committee Representative to discuss Gifted placement checklist for seventh and ninth grades. (A-29)	1
Feb 10 (I-4)	Attended and participated in the District's Gifted Committee meeting. (A-30)	1.25
Feb. 11 (I-3)	Attended and participated in the District's Testing Committee meeting. (A-31)	1.5
Feb. 11 (E-2)	Attended and observed the board meeting of the GEEE. (A-32)	2
Feb. 13 (I-3)	Attended a Testing Workshop sponsored by Riverside Publishers at Rock Falls, Illinois.	8
Feb. 14 (F-4)	Met with Tim Stein and Kent Wolfe to discuss Technology Grant Ideas, procedures and funding sources.	1.5
Feb. 18 (F-1)	Attended and participated in a meeting at United Township High School with representatives from United Township, Janet Boyd, Geneseo High School Peer Helpers Sponsor, and Nancy Dwyer, Secondary IMPACT Coordinator. The discussion pertained to the creation of an "Operation Snowball" at Geneseo and its funding with Drug Free Schools and Communities Grant funds.	2
Feb. 27 (I-2)	Attended the presentation of "World in Motion" Curriculum to grade 1-6 teachers by representatives from John Deere.	2
March 3 (NA)	Attended and observed the meeting of the Quad-City Tri-County Vocational Regions with Superintendent, Dr. Harold Ford. (A-33)	2
March 3 (I-1,3-5)	Met with Assistant Superintendent, Dave Markward regarding District Committees.	1
March 5 (I-3)	Attended and participated in the District's Testing Committee meeting. (A-34)	1.25

March 6 (B-1)	Met with Business Manager Steve Durlan to discuss 1992-93 Budget and Budget procedures. (A-35)	1.5
March 10 (E-2)	Attended and observed the board meeting of the GEEE. (A-36)	2.5
March 11 (A-2)	Met with Elementary Principal Bill Menendez to discuss Kindergarten Round-up, registration, scheduling and building assignment.	1.75
March 12 (I-1)	Attended and participated in the District's Computer Committee meeting. (A-37)	1.75
March 14 (NA)	Conducted research at the library of WIU (Macomb, IL) to prepare the report for the District's "At-Risk" program for Dr. Harold Ford.	8
March 16 (H-1)	Attended and participated in the District's Professional Improvement Committee meeting. (A-38)	1.5
March 17 (F-1)	Attended and participated with Nancy Dwyer in a Y.E.S. (Youth Empowering Systems) training conference for coordinators of school programs for high risk kids (Rock Falls, Illinois).	5
March 18 (I-5)	Attended and observed meeting of the Math Committee to finalize grades 1-6 textbook selection. (A-39)	1.5
March 23 (I-3)	Attended and participated in the District's Testing Committee meeting. (A-40)	1.5
March 23 (I-3)	Met with Kim Greenwood, Chairman of the Testing Committee Sub-Committee to establish schedule for ITBS test evaluation.	1
March 27 (I-1)	Attended and participated in the District's Computer Committee meeting. (A-41)	1.5
March 27 (F-1)	Attended and participated with Nancy Dwyer in a Y.E.S. training conference for coordinators of school programs for high risk kids (Morton, Illinois).	6
March 29 (NA)	Conducted research at the library of Augustana College to prepare report on the District's At-Risk Program for Dr. Harold Ford.	6
March 30 (I-1)	Met with Computer Committee members, Kathy Griffith and Nancy Cook to discuss Junior High proposals for the Committee's April meeting.	1
March 30 (H-1)	Attended and participated in the District's Professional Improvement Committee meeting.	1.5

ASSESSMENT OF PROGRESS

January 1, 1992 - March 31, 1992

During this third of my internship, I have been extremely pleased with the progress and accomplishments being made. Internship goals are completed or nearly completed in the areas of:

Educational Foundation (E. 1-3)
Grant Writing (F. 1-4)
Staff Development (H. 1-2)
Curriculum (I. 1-5)

Although progress has been slower, the remaining goals are also nearing completion and should be successfully concluded in April. These areas include:

Elementary School Organization (A. 1-2)
Budget Process (B. 1-5)
School Board (C. 1-2; D. 1-3)

At this time, I am satisfied that the goal to familiarize myself with the Educational Foundation (E. 1-3) is completed. My involvement with the "Geneseo Endowment for Excellence in Education" (GEEE) has enabled me to study many aspects of the foundation's establishment, organization and function. Regular attendance at GEEE board meetings, the review of GEEE by-laws, and the time spent organizing the GEEE files have given me a clear appreciation of what the GEEE directors have accomplished and the work that they have ahead of them. I continue to be impressed with the board and their accomplishments. At this time, the GEEE has collected and invested over one quarter of a million dollars to fund future endowment grants. Board members appear confident

that this amount will continue to increase. At this time, I intend to continue attending GEEE board meetings through the completion of my internship.

The goals in the area of Grant Writing (F. 1-4) have been met. An on-going review is continuing. I have completed a small request for district controlled grant funds to cover the expenses of several Junior High School students and one teacher attending a Global Fest at Illinois State University. I have also written a grant request to the "Geneseo Endowment for Excellence in Education" and received funding to send a delegation of Junior High teachers to an Illinois Middle School Conference. I will continue to work with Nancy Dwyer (IMPACT Coordinator), Kathy Griffith and Kent Wolfe (Junior High teachers) and Dave Markward (Assistant Superintendent) to develop additional grant proposals.

The objective that I am most pleased with continues to be Staff Development (H. 1-2). Throughout the internship, I have regularly attended and participated in the meetings of the district's Professional Improvement Committee (PIC). I attended the PIC meetings on January 8, March 16 and March 30. As a function of this committee, I chaired planning meetings for the team preparing for the Junior High Steering Committee's Inservice day. On January 16, I attended and chaired this Inservice program. After the program, I reviewed the evaluations and submitted a summary of the results to the district office on February 1. I have enjoyed assuming responsibility of planning, coordinating and evaluating all of this year's staff development

programs for the Junior High School. I have appreciated the confidence that Assistant Superintendent Markward has shown in me.

In addition to dealing directly with the staff development programs, the internship has given me the opportunity to conduct the evaluation of the district's staff orientation program and present the results to the school board on January 7.

Considerable progress has been made on the objective of Curriculum (I. 1-5). I have attended and participated in the district's:

Gifted Committee (January 13 and February 10)
 Reading Committee (January 9)
 Testing Committee (February 11 and March 23)
 Computer Committee (March 12 and March 27)
 Math Textbook Committee (February 28 and March 18)

In addition to participating in these meetings, I worked with several sub-committees. As a member of a sub-committee of the Testing Committee, I attended a testing workshop sponsored in Rock Falls, Illinois by Riverside Publishers. In other sub-committees of the Testing Committee, the Gifted Committee and the Computer Committee, I have helped the Junior High Schools' committee representatives carry out their committee assignments.

Through this committee participation, I have gained a great deal of insight into the development and coordination of a K-12 curriculum. I am especially pleased to work in the area of K-6 curriculum since I feel this is an area where I am extremely weak. Dealing with Kindergarten issues with Elementary Principal Bill Menendez has been my first exposure to anything to do with this grade level. My participation with Nancy Dwyer in the trainings

for the "Youth Empowering Systems" on March 17 and March 27 has given me added perspective into the district's program for students at-risk in grades K-12.

Progress has been slow with objective Budget Process (B. 1-5), but progress is being made. On January 13, I worked with Steve Durian, Business Manager to complete the quarterly reports for Chapter II and Gifted grant funding. In addition, I compiled preliminary budget figures for the Drug-Free Schools and Communities Grant report and met with Steve Durian on March 5 to discuss the 1991-92 and 1992-93 Budgets and Budget Procedures. I feel that my work with Mr. Durian and my experience with building budgets have helped give me an understanding of district financing.

The objective of Elementary Organization/Operations (A. 1-2) is coming together well. My work in K-6 curricula and discussions with Bill Menendez have given me a greater understanding of the operations of an elementary school. This objective will be met by mid-April when I have scheduled a visitation day to observe and work with Bill Menendez and his staff.

The objective on School Board (C. 1-2, D. 1-3) continues to progress slowly. The area of Board Policy (D. 1-3) has been completed. In mid-January, I participated in the Planning Retreat for school board members and administration. In addition to understanding the challenges facing the Board, this retreat helped me understand the issues and concerns that are important to individual board members.

During this third of my Internship, considerable time has been spent on additional activities which do not meet specific objectives. On March 3, I attended and observed the joint board meeting of the Quad-City and Tri-County Vocational Regions with Superintendent Harold Ford. I am also developing a profile of the characteristics of effective at-risk programs for Dr. Ford. Developing this profile has required time for research at the libraries of Augustana College and Western Illinois University. With this profile, a comparison can be made to determine the strengths and weaknesses of the Geneseo at-risk program. The estimated date for the completion of this report is the last week of April.

LOG OF INTERNSHIP ACTIVITIES

April 1, 1992 - May 1, 1992

Date	Activity	Hours
April 8 (D-2)	Reviewed newly written and revised Board Policy.	2
April 13 & 14 (H-2)	Reviewed and summarized the evaluations of the April 3rd Institute Day. Prepared a report for the School Board.(A-42)	4
April 15, 16 & 17 (NA)	Completed the research project profiling Model "At-Risk Programs" for Dr. Harold Ford.(A-42)	10
April 20 (I-1)	Attended and participated in a sub-committee of the District's Computer Committee. This committee was responsible for developing proposals for the Junior High to submit to the entire computer committee.	1
April 22 (H-2)	Attended and chaired PIC sub-committee responsible half-day inservice on April 24.	.5
April 22 (I-1)	Attended and participated in the District's Computer Committee.(A-44)	1.5
April 23 (A-2)	Elementary School Visitation - observed duties of Principal, Bill Menendez - observed 1st grade teacher, Billie Hulting - observed 2nd grade teacher, Barb Nelson - observed 6th grade teacher, Wayne Lotz - observed READING RECOVERY teacher, Sue Berry - substituted for 3rd grade teacher, Sandy Simonich (taught Math lesson)	7
April 23 (I-5)	Attended and participated in K-6 Math Textbook committee to select Manipulative kits to accompany new text.(A-45)	1.25
April 27 (F-other)	Attended Grant Workshop sponsored by ESC-8 and the State Board of Education for Chapter, Title, Gifted, and Drug-Free Schools and Communities grants.(A-46)	3.5
April 27 & 28 (H-2)	Reviewed and summarized the evaluations of the half-day inservice on April 24. Prepared a report for the Board.(A-47)	4

April 29 (H-1)	Attended and participated in the meeting of the District's Professional Improvement Committee.(A-48)	1.5
April 29 (I-3)	Met with Testing sub-committee members Kim Greenwood and Kim Fonteyne to formulate recommendations for May 11 meeting of District Testing Committee.	.75
April 30 & May 1 (B-1)	Compiled information for Steve Durlan to enable him to propose an amended budget to the School Board at the May Board meeting. In addition, I completed the paper work for an amendment to the Drug-Free Schools and Communities Grant.	5

ASSESSMENT OF PROGRESS

April 1, 1992 - May 1, 1992

The final month of my internship offered a unique opportunity to become involved within an elementary school. On April 23, with the cooperation of Principal Bill Menendez and several Southwest Elementary School teachers, I spent most of the day observing and participating in a regular elementary school day. My observations included observing one complete lesson with READING RECOVERY teacher, Ms. Sue Berry. READING RECOVERY is a new program in Geneseo. It is showing a great deal of promise for correcting the reading problems of first graders and will be expanded next year into all elementary buildings of Geneseo Community Unit District #228. Other observations included time in a Kindergarten class with Ms. Billie Hulting, a second grade class with Ms. Barb Nelson, and a sixth grade class with Mr. Wayne Lotz. In addition to observing these classes, the visitation included several impromptu discussions with teachers in the teachers' lounge and a half hour of playground supervision during lunch. The high point of this visitation day was the 45 minute math lesson that I taught to the third grade class of Ms. Sandy Simonich. Principal Menendez asked me to act as a substitute for Ms. Simonich's class so she could attend a PTA meeting. Overall, the day at Southwest Elementary School did a great deal to help me develop an understanding of and an appreciation for the role of the elementary school and its staff.

I feel that I accomplished a great deal this month toward completing the other goals and objectives of my Internship as well.

On April 8, I reviewed the newly revised Board Policies. Although the board's policy handbook was completed less than four months ago, recent issues necessitated the creation of additional policies and brought to mind a remark made in December by Superintendent, Dr. Harold Ford that the Job of the Board's Policy Committee is never finished.

As part of my work with the District's Professional Improvement Committee(PIC), I chaired the meetings of the committee planning the April 24 Inservice for the Junior High School staff and reviewed and summarized the evaluations of the District's April 3 Institute and April 24 Inservice. These summaries were presented to the PIC Committee at its meeting on April 29 and will be presented to the school board at its May Board meeting.

As part of my work with the District's Computer Committee, I attended the meeting of a committee responsible for formulating proposals to be submitted to the entire Computer Committee. On April 22, I attended the meeting of the District's Computer (Instructional Technology) Committee and took part in its review of the proposals.

Committee meetings this month also included a meeting of the District's Math Textbook Committee and a meeting of a sub-committee of the District's Testing Committee. At the Math

Textbook Committee meeting, the committee finalized its textbook selection and selected which manipulative kits to order with the new texts. In the Testing sub-committee meeting, I met with Counselor. Kim Greenwood and Science teacher, Kim Fonteyne to formulate the Junior High recommendations for the May 11 meeting of the District's Testing Committee.

On April 27, I attended a Grant Workshop with Assistant Superintendent. Dave Markward. This meeting was sponsored by the ESC-8 and the Illinois State Board of Education. The meeting concentrated on information about Chapter, Title, Gifted, and Drug-Free Schools and Communities Grants.

On April 30 and May 1, I worked with Business Manager, Steve Durlan and helped compile information for the amended budget to be presented at the May Board meeting. Based on the information compiled, I helped complete the paperwork to amend the Drug-Free Schools and Communities' Grant.

REFLECTIONS ON THE INTERNSHIP

Reflecting on my internship, I am extremely pleased with the variety and quality of the experiences that I have had. In all the areas that I considered myself weak, I made progress, and in each area with the possible exception in the area of "Budget Process," I feel that I made considerable progress.

Although time was spent and activities completed in the areas of finance and budget, I still do not feel comfortable with my knowledge of district finances. I understand the budget process and the use of building and district budgets, but more training and/or experience would be necessary before I would be comfortable with the responsibility for a district's finances.

All of my teaching experience was at the high school level and my administrative experience has been at the high school and junior high school levels. Because of this, I felt that one of my greatest areas of weakness was my lack of knowledge about Elementary schools' organization and operations. After my experiences with this area of my internship, I no longer feel weak in this area. I am pleased with the understanding and appreciation that I have been able to develop for the position of the elementary school staff.

Despite being unable to complete the activity of preparing the "Board Notes" for Superintendent, Harold Ford, I have gained an understanding of the school board and school board relations. As a result, I feel that I have developed an understanding of the

relationship between the Superintendent and the school board. My Internship enabled me to maintain the positive relationship that I already have had with the board as the Junior High Principal. Through my work with Board Policy and the Board's Policy Committee, I feel that I have gained an understanding of the board as well as its procedures for writing, amending and adopting Board Policy.

One of the most interesting areas of my Internship was in the area of "Education Foundations." I am very pleased with my observations of the organization and operations of the Geneseo Endowment for Excellence in Education (GEEE). This area was extremely interesting since it was my first exposure to the organization or functions of a foundation. My work with the historic files of the GEEE and regular attendance at the Board of Directors' meetings have enabled me to become familiar with the foundation, its establishment and its development. The discussion of foundation activities with board members and with the Superintendent made it possible to gain an understanding of the relationship between the Superintendent and the Endowment Board.

I am extremely happy with the accomplishments in the area of "Grant Writing." This is the first of two areas where I feel that I was able to go well beyond the goals and objectives of my Internship.

"Staff Development" is the second area where I feel that I exceeded my Internship goals and objectives. I am very pleased with my work on the district's Professional Improvement Committee

and I appreciate the confidence that Assistant Superintendent, Dave Markward showed in me. Under his direction, I assumed responsibilities for the organization and conduct of the staff inservice programs for the Junior High School staff. In addition, I was responsible for summarizing the evaluation of inservice programs district-wide.

After eighteen years of high school experience and four years in a junior high school, I believe that I have a good understanding of curriculum and curriculum planning grades 7 - 12. Prior to my internship, however, I felt extremely weak in elementary school curriculum. Through my internship, I have gained practical experience and a much greater understanding of all of the district's various curricula. While not ready to assume the responsibilities of Curriculum Director, I am pleased with the experiences that I have had. I am confident with my understanding of K-6 curriculum and I have a new appreciation of K-6, 7-8, and 9-12 curricular relations and conflicts.

While I feel all the goals and objectives of my internship were met, I was not able to complete all the activities that I had originally planned. I was not able to assume the responsibility for the Superintendent's "Board Notes" as originally hoped. I also could not devote the time to the "Budget Process" that I originally planned. I believe, however, that the activities achieved, my experience as a building principal and Finance classes taken through Illinois State and Eastern Illinois

Universities have given me significant experience toward all goals and objectives.

All objectives were accomplished to a high degree. Some activities received more attention and required more time, but the internship offered valuable experience in all areas. I look forward to continuing in my administrative position as Principal of Geneseo Junior High School for the immediate future. I hope to be able to use my experiences in Staff Development, Curriculum Development and Grant Writing in that position immediately. I am certain that the other experiences of my internship will be valuable as well.

APPENDICES (PRODUCTS)

GENESEO JUNIOR HIGH SCHOOL
STEERING COMMITTEE REPORT

JANUARY, 1992
ACCOMPLISHMENTS

1. The establishment of Student Houses.

Students at each grade are divided into two Houses of 125-145 students.

2. The establishment of Teacher Teams.

A Core Team of four teachers (1 each of Math, Science, English and Social Studies) is responsible for each House.

3. Common Team Conference Periods.

Each Core Team of teachers has a common preparation/conference period to plan interdisciplinary instruction. This has enabled :

- A. The coordination of assignments, tests, homework, etc. in order to avoid the overloading of students on specific evenings or the days following major evening events (Concerts, etc.).
- B. Greater communication and awareness of individual student needs through the increased Teacher-Teacher, Teacher-Counselor and Teacher-Administrator discussion of students.
- C. The experimentation with House Field Trips.
- D. The beginnings of some interdisciplinary instruction.

4. Parent-Teacher Team Conferences.

Conferences where parents can meet their son's/daughter's entire team of teachers in a single conference has improved parent/teacher communication.

5. The establishment of a Homeroom for each student.

Homerooms have participated in contests and service projects to help increase the individual student's involvement and identification with their small homeroom group.

6. The establishment of the Assignment Hotline.

In order to help parents and students monitor homework assignments on a daily basis one 7th Grade and one 8th Grade telephone line has been established with a recorded message of each day's homework. Homework assignments are up-dated at approximately 2:30 pm Monday through Friday. Recorded messages are available 24 hours per day, 7 days per week.

7. The implementation of Cooperative Learning in a variety of classes at both 7th and 8th grade.

8. The implementation of a Staggered Class Schedule.

The use of separate 7th and 8th grade schedules has :

- A. Reduced hallway crowding since only one grade level is in the halls at a time.
- B. Reduced cafeteria crowding since a 4th lunch period could be created.
- C. Created greater flexibility for Master Scheduling by creating 8 periods for scheduling students while maintaining the contractually mandated 7 periods for teachers.

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9. A perceived Improvement in Discipline.

There has been an improvement in student discipline, possibly due in part to:

- A. Staff's increased understanding of individual students.
(Due to the improved communication in Team Meetings).
- B. Separate 7th and 8th grade pass periods.
(Due to the staggered schedule).
- C. Separate 7th and 8th grade Physical Education Classes.
(Due to the staggered schedule).
- D. Separate 7th and 8th grade lunch periods.
(Due to the staggered schedule).
- E. Separation of 7th and 8th grade lockers.
(Possible due to reduced hall traffic because of the staggered schedule).
- F. Concentration of 7th grade classes in the South half of the building.
(Possible due to room re-assignments).

10. Staff and administrator participation in Middle School Visitations and Conferences.

(Possible due to the availability of grant funds and the commitment of District staff development funds).

GENESEO JUNIOR HIGH SCHOOL
STEERING COMMITTEE REPORT

JANUARY, 1992
GOALS

1. Initiate Heterogeneously Grouped Classes

In the 1992-93 school year the Junior High School will begin the elimination of Modified Classes.

Consider either:

- A. The elimination of all Modified Classes in Grades 7 & 8 in 1992-93.
- B. The elimination of only Modified Classes in Grade 7 with an evaluation of heterogeneous grouping completed by December 15, 1992. Based on the evaluation, a recommendation will be made in January, 1993 for the status of all Modified Classes for the 1993-94 School year.

Where Modified Classes are dropped all students per grade level will be grouped into 1 Honors Section and 9 Regular Section. The students who would formerly have been placed in Modified Classes will be evenly distributed among the 9 Regular Sections.

Beginning immediately the Junior High School will begin a study to recommend an updating of the Gifted Program at grades 7 and 8. Any changes to be considered will be implemented by the 1993-94 school year.

Consider:

- A. The Mainstreaming of all students presently divided between Modified, Regular and Honors sections to achieve true heterogeneous grouping. Include an enrichment program for those students truly gifted in English, Science and Social Studies while maintaining a separate section for Pre-Algebra (7th Grade) and Algebra (8th Grade).

- B. Evaluate the necessity of using the same structure for Gifted Programs at the 7th and 8th Grade Levels.

POTENTIAL COST (?) - Staff Inservice required to help teachers deal with students of mixed abilities in the same class.

2. Increase the use of Interdisciplinary/Thematic Units

- A. In the 1992-93 school year the Junior High School will introduce at least major one Interdisciplinary Unit.
- B. The staff will explore the increased use of smaller units of interdisciplinary instruction in 2 or more courses.
- C. The staff will investigate sources and seek the funding to hire Junior High School staff members to develop curriculum during the Summers of 1992, 1993, and 1994 (Grants, etc.).

3. Increased Exploration Opportunities

The Junior High School staff will study and experiment with ways to increase the exploration opportunities for students.

- A. Formats considered will include but will not be limited to:

- (1). Regular Short Elective Courses
- (2). "Project Business Model"
- (3). "Exploration Fair Model"
- (4). "Exploration Expo Model" - 1 Afternoon (3 hr) Monthly

8. Topics considered will include but will not be limited to:

- (1). Foreign Language
- (2). Speech
- (3). Drama
- (4). Career Awareness
- (5). Outdoor (Environmental) Education
- (6). Music Appreciation
- (7). Computers
- (8). Science Fair
- (9). Leadership Training (Student Council)
- (10). Journalism (Yearbook, Newspaper)
- (11). Multi-Cultural Diversity (Race Relations)
- (12). Video / Computer Production
- (13). High School Opportunities / Orientation

4. Improve the Advisor / Advisee Program through Homerooms

A Committee of Junior High staff members will organize and develop an Advisor / Advisee Program through Homerooms.

- A. The Committee will compile a list of activities (with descriptions) that teachers are already using in homerooms.
- B. The Committee will encourage teachers to use these and other activities to help students "identify" with their homerooms and house.

5. Address and Reduce Encore Isolation

During 1992 the Principal will name a Committee made up of Core and Encore Teachers to develop strategies to reduce the isolation of Encore teachers.

Strategies developed will be implemented as quickly as feasible in the 1991-92 and 1992-93 school years.

6. Increase the use of "FLEXIBLE SCHEDULING"

The Administration and Steering Committee will explore the opportunities, methods and advantages of the increased use of "Flexible Scheduling".

The possibilities considered will include but will not be limited to:

- A. A 5 Day/Week (Rotation)
- B. A 6 Day/Week (Rotation)
- C. A 5 day/Week Differentiated Schedule
- D. A 7 Period Day (Rotation)
- E. An 8 Period Day (Rotation)

7. Increase Parent Involvement / Communication.

- A. The Administration will immediately consider ways of revamping and improving the Junior High School newsletter.
- B. The PTA will continue to be encouraged to start a Volunteer Program at the Junior High School.

8. Re-evaluate Grade Period Length.

A Committee will study the length of the Grading Periods at the Junior High School. This Committee will determine the advantages of 6 week and 9 week grade periods and will develop a recommendation for grade period length for the 1992-93 school year.

9. Review and Evaluate the Junior High School Report Card.

- A. A Junior High School Committee will develop recommendations for a new report card for grades 7 and 8.
- B. The Junior High School Administration will examine the ramifications of requiring that all report cards except the final report card of the year be signed by a parent or guardian and returned.

10. Evaluate Junior High School Encore Requirements.

A Committee will evaluate the present requirements for passage to the succeeding grades. This Committee will be responsible for recommending changes (if any) for the 1993-94 school year (DEADLINE: December 15, 1992).

11. Implement Block Scheduling

The Administration will continue to examine opportunities for Block Scheduling.

- A. At this time Block Scheduling does not appear feasible without the addition of 3 or 4 teachers to the present Junior High Staff.
- B. At this time Block Scheduling does not appear feasible with the present room numbers and sizes.

12. Study Space Needs

The Administration will continue to study space needs and space utilization in light of the requirements of:

A. Middle School Philosophy

B. Handicap Accessibility

Meeting the Challenge of High Risk Kids
-- One District's Approach

by

Gary Zum Mallen

The Challenge

Aiding and supporting high-risk students may be the greatest challenge facing U.S. schools in the 1990's. In 1988, 35-40% of American students in grades K-12 were classified as "at-risk." For public high schools in the U.S., the dropout rate hovers at 25 percent, and in some urban schools, the rate exceeds 50 percent. The National School Boards Association reported that of the 3.6 million children starting their formal schooling in September, 1985:

- 25 percent were from families living in poverty
- 15 percent were physically or mentally handicapped.
- 15 percent were immigrants who speak a language other than English
- 14 percent were children of unmarried parents.(23:35)

Research at the University of Kansas School of Medicine indicates that students in the high school class of 1992 will experience the following by the time they graduate:

- a 40% chance that they will be the partner in a pregnancy.
- a 75% to 80% chance that they will have a car accident.
- an 86% chance that the first six to nine months of their sexual experience will be unprotected by any form of contraception.
- a 90% chance that they will experiment with alcohol.
- a 65% chance that they will use alcohol on a regular basis.
- a 50% chance that they will experiment with marijuana.
- a 23% chance that they will experiment with stimulants
- a 17% chance that they will experiment with cocaine. (24:4)

The youth of the 1990's are likely to experience more personal trauma than did their parents. Most will experience the death of a peer before they graduate from high school. Drug-related violence, accidents, and suicide already contribute to premature adolescent deaths. The increased incidence of adolescent depression, suicide, drug abuse and addiction is viewed as evidence of the magnitude of adolescent discontent and poor self-esteem.

Young people are dissatisfied with the lives they live, but lack the adult role models to help them effectively handle the difficulties they face. Finding adults who are willing to act as mentors and guides is difficult since many adolescents today have no opportunity to even meet adults in social settings. In the absence of adequate and appropriate adult role models, peers become the only advisors for many youth. (24:5)

Many of these children will experience academic failure and eventually dropout if something does not counteract such high risk characteristics. Unfortunately, as every classroom teacher knows, no matter how hard you push or try to help students succeed, some of them fall by the wayside. Not only do these children fail in the classroom, many of them develop high risk behaviors that also jeopardize their health and well-being. (22:A-9)

Societal problems resulting from school dropouts, teen pregnancy, delinquency, drug abuse, suicide and other health damaging behaviors are increasing. The financial cost of dealing with these problems is increasing also. Recently, the growing seriousness of these problems has caught the attention of the media, policymakers and educators. Practitioners in the field of prevention, early intervention and rehabilitation have tried a wide variety of approaches with youngsters found to be "at risk." In spite of these efforts that range from "Just Say No" to Alternative School programs, the seriousness of these problems continues to increase. (18:643)

To develop assistance programs to meet the challenge posed by high risk youth, one must first understand the student "at risk." A student "at risk" is one who for whatever reason (social or academic) may not graduate from high school in the traditional manner. (19:28) These youngsters are most frequently from ethnic or racial minorities or are children from our lowest socioeconomic

underclass. They enter school already disadvantaged and remain underserved by their school's educational practices. When their academic deficits remain inappropriately addressed early retention results and the dropout syndrome is set in place. By the third grade, approximately 70 percent of eventual dropouts can be identified.(7:488)

When the "at-risk" student finally drops out he/she usually leaves behind a trail of symptoms and characteristics that should have been recognized. Besides poverty, other factors recognized as putting a child at-risk include family crisis, delinquent or criminal behavior, teen pregnancy, substance abuse and suicide. Unfortunately, the frequency of these factors appears to be increasing in U.S. society today.

Poverty

The percentage of students living in poverty in the United States rose between 1969 and 1985. According to the U.S. Census Bureau, 10.4 percent of all families and 13.8 percent of all children under 18 lived below the poverty level in 1969. By 1985, those figures increased to 12.6 percent of all families and 20.6 percent of all children.(22:A-11)

Family Crisis

An ever increasing number of students come to school from families in crisis. Sixty percent of today's four-year-olds will live with only one parent by age 18. (A, p.4) They are or will become a part of dysfunctional families, living in homes that have experienced divorce, separation, remarriage, blended families, the death of a parent or the substance abuse of a parent.(6:37)

The nuclear family and extended kinship system which was so common for past generations is a rarity for today's youth. This decline in the

availability of adults has contributed to the number of poorly functioning youth. It would be unfair to blame the changing family for all of the problems of children. The stresses on individuals come from multiple factors. It is clear, however, that other social systems, like schools and community agencies, must act quickly to assist parents in raising competent, capable and caring adults. (24:8)

With the decline of family involvement, the children of the 90's have fewer family responsibilities and thus fewer opportunities to be needed outside their peer groups. As a result, there is less focus on moral development and fewer occasions for children to assume positions of responsibility. With this change, the family has lost the opportunity to influence the child's sense of duty and thus has seriously affected how many children view their responsibilities as citizens. Managing responsibility is a learned skill which is a major underpinning of maturity. Because increasing numbers of young people appear to have a poor sense of personal obligation, many high schools are requiring community service hours for high school graduation. (24:5)

Delinquent Behavior

According to data from the U.S. Department of Justice, the delinquency rate among Americans between the ages of 10 and 17 has risen 130 percent since 1960. A 1985 Justice Department survey of high school seniors indicated:

- 28 percent admitted taking something from a store without paying for it at least once in the last twelve months.
- 25.2 percent admitted entering a house or building when they were not supposed to be there.
- 20.5 percent admitted to trouble with the police for something they did.
- 17.4 percent admitted being in a serious fight at school.

- 14.1 percent admitted damaging school property on purpose.
- 3.2 percent admitted using a knife, gun or other weapon to get something from someone else.

The Federal Bureau of Investigation reported in 1985 that 16.8 percent of all violent crimes and 34.4 percent of all property crimes were committed by youngsters under the age of 18.(22:A-11)

Teen Pregnancy

According to data from the Guttmacher Institute, 1.1 million U.S. teens, or one out of every four sexually active young women becomes pregnant each year. The pregnancy rate for U.S. teens is twice as high as that in Britain, France, or Canada; three times as high as the rate in Sweden; and seven times as high as the Dutch pregnancy rate. In fact, the teenage birthrate in the United States is twice that of any other western country.(24:4)

In 1983, 48 percent of teenage pregnancies resulted in births, 39 percent ended in abortion and 13 percent ended in miscarriage. In the 1980's, teenagers were more likely to be sexually active at an earlier age and more likely to become pregnant than teens in the 1970's. In spite of earlier sexual activity and higher rates of pregnancy among U.S. teens, the teen birth rate in the 1980's was down. The National Center of Health Statistics attributes this contradiction to the rise in teen abortion rates.(22:A-12)

Substance Abuse

While not the only type of "at risk" behavior exhibited by school children, drug and alcohol abuse have become the most common. It is pervasive in U.S. high schools and middle schools and even more alarming in some elementary schools.(19:89)

Substance Abuse is extremely difficult to combat since it is often the symptom of other "at risk" factors. This compounding of "at risk" problems increases the difficulty of bringing about a successful intervention.

Drug/alcohol usage among American teenagers is more common than in any other industrialized country.(24:4) Although drug use by young Americans has declined slightly over the past few years, its abuse still threatens the education, health and lives of many students. Research by the University of Michigan's Institute of Social Research indicates that 58% of U.S. high school seniors have had some experience with illicit drugs. That is the highest rate of any industrialized nation in the world. The institute has found little change in alcohol usage and only a slight drop in cigarette smoking between 1975 and 1986.(22:A-12-13)

Suicide

There is no more profound indication of risk than the rate of teenage suicide. The National Center for Health Statistics' data indicates that the suicide rate of individuals between the ages of 15 and 24 rose nearly 178% between 1950 and 1984. Suicide now ranks second only to accidents as the leading cause of death among young people.(22:13)

Unfortunately no uniform method is used for counting and recording the number of school dropouts in America today. All data, however, indicates that a deep and widespread problem exists despite efforts to reach the "at risk" student. The U.S. Department of Education reports that less than three-quarters of all American 18 and 19-year-olds have completed high school. Data indicates that the dropout rate across the U.S. rose slightly from 29.2 percent in 1985 to 29.4 percent in 1986.(22:9)

Identifying high risk students and developing the programs to "rescue" them before they slip beyond reach is the challenge facing schools today. The problem is serious, and for some categories of risk, it is getting worse. Educators and mental health practitioners must become proactive in their efforts to recognize and intervene with potentially troubled children.

In many areas, schools are beginning to respond to societal problems with programs and resource materials that not only provide intervention, but are also preventative in nature. The recent availability of federal and state funds has given a tremendous boost to local programs.

Programs must vary from school district to school district in order to meet the needs of local problems, concerns and demographics. Some districts have hired special personnel to head these programs and have created new positions to deal with the ever increasing problems that vie for counselors' time. Still others have trained or retrained existing personnel and set up teams to address the problems within their schools.

There are, however, a few common characteristics that can be found in most successful student assistance programs. These characteristics include:

1. Clear, concise school policies regarding absence, misbehavior, and drug/alcohol abuse
2. A student curriculum for prevention
3. A parent education/awareness program
4. A student leadership component
5. A Community network(19:32)

School Policies

There must be clear, concise policies on absences, misbehavior, and drug/alcohol abuse. These policies must be communicated to and understood by all students, parents, staff and administrators. They must be enforced fairly and consistently.

Curriculum for Prevention

In addition to factual information on the dangers of specific high risk behaviors (drug usage, etc.), the curriculum must have the goals to teach decision-making and problem-solving, increase communication skills, and improve self-esteem. For students, there must be age-appropriate information sharing in the classroom and a variety of special awareness programs that they can experience in innovative ways.(24:80) Previously, these skills were taught in high school prevention programs but they are now being taught in elementary schools throughout the nation.

Most successful prevention education programs are introduced into the curricula of all levels, from kindergarten through twelfth grade. The K-12 curricula must offer age-appropriate tasks, information and skills. Scare tactics have no place in prevention education activities and are, in fact, counterproductive. Successful prevention curricula typically include strategies for helping students talk about relevant issues while giving them current and accurate information. (24:83)

The challenge to schools is to identify the social problems facing the entire population of their communities and to design appropriate prevention plans. It must be remembered that the older the group, the harder it is to make an impact. Prevention efforts should precede the decision-making age to be successful. For example, most high school seniors have already made their decisions regarding drug/alcohol use. Prevention education efforts directed at older adolescents (ages 14-18) are seldom effective because they use their own experience to validate their choices.

Junior high school students (and fourth through sixth graders) are good candidates for drug/alcohol prevention programs. At this age, students are

still responsive, authority figures still have influence and the prevention effort usually precedes most drug experiences.

Drug/alcohol abuse is not the only social problem helped by prevention programs. A number of issues faced by youth (suicide, pregnancy, and sexually transmitted diseases including AIDS) can be addressed in similar ways. The school is an appropriate setting for the discussion of these and other social problems. It may be the only place where they can be handled with some consistency. The prevention programs should include social skills development, decision-making, problem solving, stress management and assertiveness or refusal skill training.

Parent Awareness

Parent programs may take on a variety of characteristics. While some include only information for parents concerning specific high risk teen behaviors, others have included such activities as parenting skills programs and parent support groups.

Student Leadership

Student Leadership is needed in two areas for a successful student assistance program. First, student leaders are needed who can identify and deal with their peers who are having problems. These students can be known as peer educators, peer counselors or peer helpers. They are trained and encouraged to talk with their peers about problems like drug or alcohol abuse and let them know how to get help. The second way that student leaders are needed is to help plan and carry out the many activities that the school sponsors that offer alternative activities which compete with high risk behaviors. These students must be trained to serve as officers, committee members, planners and facilitators to organize school clubs, organizations and

activities. For both aspects, the students involved must have a high profile in school, be respected and influential. They serve as role-models to the remainder of the student body.

Community Network

A successful program to deal with such high risk behaviors as drug or alcohol abuse, truancy, depression, teen pregnancy, etc. must involve a community network. These problems permeate the community. So do their solutions. The schools are only one part of the community. The entire community must be involved in addressing the issue of high risk youth.

Most student assistance programs aim at early identification of "at risk" youngsters for referral to treatment. One key element in many such programs is the team approach. Within each school, the team works together to identify and refer students who are "at risk." Some programs even include local police and parent liaisons.

The value of such a team approach is obvious. Dealing with the problems and issues that put a student "at risk" is clearly related to the responsibilities of the pupil services personnel. It must be recognized, however, that 5 percent of the staff cannot meet the challenge of high risk youngsters alone. The program of services needed requires a task force of teachers and administrators from all grade levels and subject areas.(6:35) If professional staff members are not actively involved in the attempt to help "at risk" students succeed at school, a valuable asset is lost. Many "at risk" youngsters need someone who cares about them.(8:81-82)

In addition to the intervention programs aimed at those students already engaged in high risk behaviors, a prevention program must also take care of the "straight kids." These primary prevention programs must be aimed at all

children, giving them help to develop life-skills, improve self-esteem, and focus on alternatives to choices that might put them "at risk."

Until recently, most children "at risk" were not identified until they were already having problems. Prevention and Intervention were limited to the high school level. It is critical that we look at children and begin providing help at an earlier age. It must be understood that the "at risk" child did not develop over night.(19:33)

Quality preschool programs have been shown to improve school readiness, enhance later academic and social performance and reduce the need later for remedial education programs.(7:490) The best way to avoid a high school dropout is to make elementary school more successful. Preschool and elementary school programs minimize school failure, maximize school success, and provide a foundation of basic skills. The earlier these programs start, the less the damage to overcome, and the greater the dividends received.(16:71)

Early childhood or preschool education programs are based on the premise that infancy is a critical period of unusually rapid maturation and sensitivity. During this period, the child's cognitive and social development requires a high degree of environmental stimulation. Such stimulation, as well as adequate nutrition and health care are usually missing in the earliest environment of socioeconomically disadvantaged children.(10:15)

A number of research projects using different indicators have demonstrated the success of Early Childhood Education Programs. Their conclusions include:

1. Children attending these programs entered school with higher IQ scores (but these short term gains usually disappeared by second grade).

2. Significant improvement in standardized reading, mathematics and language achievements tests was found by the Perry Preschool Study as late as age 14.
3. A more positive attitude toward school, reduced absences, increased task-orientation, higher achievement motivation and improved self-esteem and social competency.(5:16)

Few longitudinal studies have measured the effects of early childhood education on social responsibility and the development of life threatening high risk behavior. One, the Perry Preschool Study (Ypsilanti, Michigan) supplied evidence indicating that participation in early childhood education led to lower rates of delinquency, crime, welfare assistance, and teen pregnancy. Indicators also pointed toward higher rates of high school graduation, enrollment in post-secondary education and employment among preschool children followed through age 19.(5:17)

Similarly, a long term study of children from the Harlem Head Start Program (New York City) supported evidence that a high quality preschool for three and four-year-olds helped reduce by about half later dropout behavior, criminal involvement, teen pregnancy, welfare dependency and the need for remedial education.(5:51)

Prevention in the earliest years is the most cost-effective way to improve the prospects for "at risk" children. Research shows that the earlier that prevention starts the better. A high quality Early Childhood Education Program coupled with a comprehensive Student Assistance Program would serve to prevent many children from developing high risk behaviors and would help retrieve those youngsters who "fall through the cracks."

The District "At Risk" Program

for

Geneseo Community Unit District #228

Geneseo is a community of 6500 people, located in rural Henry County in northwestern Illinois. Historically, Geneseo has been a stable community. Until recently, it was typical for several generations of a family to attend the Geneseo schools and for graduates to stay in the general area.

For approximately 8 years, the community has been experiencing a transitional economic period. The recent down turn in the farm economy and the collapse of the agricultural implement industry in the Quad-cities area (Moline, IL/Rock Island, IL/Davenport, IA/Bettendorf, IA) have had a great impact on community stability. With the closing of such Quad-cities' employers as Caterpillar, J.I. Case, International Harvester, American Air Filter and with major cutbacks at John Deere, many Geneseo families have been forced to make drastic changes in lifestyle.(17:3)

During the 1980's, employment was severely reduced by the economic recession. When the agriculturally based manufacturing firms drastically reduced their work forces between 1980 and 1990, sector employment in the manufacturing field declined by 32.5% in Henry County. The highest rate of unemployment recorded in Henry County during this period was 16.3% in 1983. This exceeded the national average by 6.7 percentage points.

Unemployment Rates

	<u>1980</u>	<u>1983</u>	<u>1986</u>	<u>1990</u>
Henry County	8.3	16.3	11.9	7.4
Illinois	8.3	11.4	8.2	6.1
United States	7.2	9.6	7.0	5.5

Source: Illinois Department of Employment Security (1:91)

The impact of the recession on the lifestyles of area families is indicated by the increased number of students qualifying for the district's free lunch program. Despite declining enrollments, the number of students eligible for the lunch has increased considerably.

<u>YEAR</u>	<u>Total Enrollment</u>	<u>Students Eligible</u>	<u>Percent Eligible</u>
1978-79	3586	50	1.4%
1986-87	2922	300	10.3%
1991-92	2958	248	8.4%

While the employment statistics fluctuate, it has been estimated that 77% of the mothers of elementary school children work outside the home.

The economic stresses of the 1980's compounded the difficulties facing many Geneseo families. The 1986 North Central Report estimated that of the district's families:

- 28.5% were affected by divorce
- 18% were households with a single parent
- 8.6% were households with unemployed parents

The continuation of this pattern is indicated in a survey of all High School students in Spring of 1991.(11:1) In that survey, students indicated that:

- 70.8% lived with both natural parents
- 8.9% lived with either natural mother or father only
- 17.5% lived with one natural parent and a step-parent
- 2.8% lived with a foster parent or guardian

The Geneseo school district is one of the largest in Illinois, covering 261.17 square miles. The district is predominantly rural in nature, although Geneseo itself is often considered a bedroom community for the Quad-cities. This combination has been very detrimental to Unit #228 in financial terms. Geneseo Community Unit District #228 is a district that relies heavily on student population for state aid and local property taxes on farmland. Due to the set-backs in the Quad-cities' economy, the student population has declined from 3586 in 1978-79 to 2752 in 1987-88 as many families moved out of the area. (The student population has increased slightly to 2956 in 1991-92).

Geneseo has suffered the same problems with drug and alcohol abuse that the rest of the United States is experiencing. The 1991 survey of high school students indicated that substance abuse among Geneseo students is fairly common. (11:2) To the survey questions, students indicated:

	<u>None</u>	<u>Few</u> (1-2)	<u>Some</u> (3-4)	<u>Many</u> (5-more)
How many of your friends drink alcohol?	8.5%	19.4%	16.2%	55.9%
How many of your friends use drugs other than alcohol?	45.6%	24.4%	11.8%	18.2%
How many of your friends use steroids?	91.4%	6.8%	.8%	1.0%
How many of your friends use tobacco products?	17.2%	24.5%	16.6%	41.7%

Obviously the use of drugs and alcohol is common knowledge among Geneseo students. This is a matter for concern since substance abuse, poverty and family difficulties all combine to create students "at risk."

The rising number of high-risk students in Geneseo is further indicated by the rising numbers of District #228 students who are eligible for Special Education services.(3:1)

Year	Total Enrollment	Students Eligible for Special Education	Percent Eligible for Special Education
80-81	3475	266	7.7%
81-82	3356	274	8.2%
82-83	3217	237	7.4%
83-84	3188	243	7.6%
84-85	3117	226	7.3%
85-86	2982	255	8.6%
86-87	2922	292	10.0%
87-88	2752	320	11.6%
88-89	2919	351	12.0%
89-90	2898	343	11.8%
90-91	2934	350	11.9%
91-92	2956	336	11.4%

In November, 1986, the Board of Education and Administration recognized the need to address the growing number of high risk students in the district's high school. At that time, the board committed \$3000 to start the IMPACT Program in the Geneseo Schools.

As a result of that investment, the district has received over \$65,000 from entitlement and competitive grant proposals written by the IMPACT team members. These funds from the federal governments' Drug Free Schools and Communities Act have been used to implement the IMPACT Program in the Geneseo Schools' Community.

IMPACT is a prevention/intervention program distributed by National Training Associates (NTA) of Sebastopole, California. Training in the IMPACT process is conducted through the Adolescent Care Units at St. Elizabeth's Hospital in Chicago, Swedish-American Hospital in Rockford, and as of February, 1990 the Parkside Recovery Center at United Medical Center in Moline. (In 1989, the name IMPACT was changed to Youth Empowering

Systems 'Y.E.S.' NTA presently markets the program under that name. To avoid confusion, the Geneseo Team decided to maintain the original name, IMPACT).

The objectives of the Geneseo IMPACT Team are:

1. Accurately assess the needs of the district and implement a program based on those needs.
2. Create an awareness about high risk behaviors and how they affect the schools and the surrounding community.
3. Provide an atmosphere in the schools and community which is preventative in nature while supportive to students, parents, and community members who are in need of assistance when faced with "at risk" youngsters.
4. Increase knowledge about the symptomology of a student "at risk."
5. Create a team of well-trained, knowledgeable personnel to work with "at risk" students and become trainers for other school personnel and community members.
6. Develop a list of community resources for needed staff, parent, and student awareness programs.
7. Develop a list of referral sources within the community.

To meet those objectives, the Geneseo IMPACT Team has developed a program that includes the five characteristics of a successful student assistance program discussed earlier (School Policies, Student Curriculum, Parent Program, Student Leadership, Community Network). To date, the Geneseo IMPACT Team has initiated the revision of the District's Drug/Alcohol policies in the high school and junior high school. Parent and student education/awareness programs have been presented at all levels throughout the district. A prevention curriculum is shaping up at the high school and junior high school with the help of such programs as Natural Helpers, Peer Helpers, Kids Empowering Days and Student Leadership training through Student Council leadership workshops (see IMPACT timeline below).

As of March 1992, 139 members of the Geneseo Community have been trained in IMPACT. These individuals include:

1. Teachers and support personnel in each of the district's six public schools and one parochial school
2. Administrators in all of the seven school buildings and the Unit Office
3. Representatives from a variety of community referral organizations such as: Youth Services Bureau, Hammond Henry Hospital, Scouts, Good Shepherd Foundation (Substance Abuse Prevention), Geneseo Police Department, Henry County Sheriff's Office, Church youth leaders, etc.

The development of the IMPACT Program has followed the timeline listed:

IMPACT TIMELINE

January 1987 - April 1992

January 1987	Original Team Training (Rockford, IL) (8 High School staff, 4 Junior High staff)
March 1987	Community Resources Network developed
April 1987	Proposed changes in District Drug/Alcohol Policies
May 1987	Submitted 1987-88 Federal Drug-Free Schools Grant Proposal (To fund August 1988 Geneseo Community Impact Training)
September 1987	Impact Referral forms developed
October 1987	Inservice of all high school and junior high school teachers and staff on Impact Referral forms and process
November 1987	Impact's Students-at-Risk Referral process implemented (High school and junior high school)
June 1988	Proposed changes in District Athletic/Interscholastic Extracurricular Participation Policies
June 1988	Submitted 1988-89 Federal Drug-Free Schools Grant Proposal
August 1988	Unit #228 District-wide Impact Training Program (57 participants)
October 1988	Submitted Federal Drug-Free Schools and Communities Competitive Grant (\$15,000)
November 1988	One High School staff member sent to Project Oz Training (Substance Abuse Prevention for Special Education Students)
November 1988	Multi-Media Assembly (Substance Abuse Prevention) (Junior and Senior High Schools)
November 1988	Four high school staff sent to Training in Rockford

November 1988- May 1989	Positive Parent Training for Elementary School Parents (Active Parenting) Millikin St. Malachy's	Northside Southwest
January 1989	Henry County Teen Conference (High School) (30 students, 2 staff)	
February 1989	Peer Helper Training Begins (High School) Natural Helpers Training by RICCA (10 students, 2 staff)	
March 1989	Henry County Teen Conference (Junior High) (60 students, 2 staff)	
April 1989	CLOWN Training (High School) Spoon River Mental Health (18 students, 3 staff)	
April 1989	"Kids Empowering Day" (Junior High) (80 students, 10 adults, 10 high school student leaders)	
June 1989	Submitted 1989-90 Federal Drug-Free Schools Grant Proposal	
June 1989	Second Unit #228 District-wide Impact Training Program (36 participants: 27 Geneseo, 7 Rock Falls, and 2 Rockridge)	
August 1989	Peer Helpers Training Program (High School) Natural Helpers by RICCA (35 students, 2 staff)	
August 1989	Establishment of a Parent Network (Junior High)	
October 1989	Peer Resistance Training Program (High School)	
October 1989	Establishment of an At Risk Pre-school	
December 1989	Henry County Teen Conference (High School)	
February 1990	IMPACT Team Training (Parkside Recovery Center) 20 participants: (19 staff members and Director of Good Shephard Foundation)	
March 1990	Parenting Skills Program: Positive Discipline and Building Self Esteem in the Family Two programs: K-5 parents and 6-10 parents (202 parents)	
March 1990	Henry County Teen Conference (Junior High) (40 students, 2 staff)	
June 1990	Submit Drug-Free Schools Grant Proposal	

June 1990 IMPACT Team Training for the last two administrators to go through the training (Rock Falls)

September 1990 Parent Network established (Senior High)

September 1990 Co-sponsor multi-media assembly (Senior High and Junior High)

October 1990 Presentation to Regional School Boards to outline at risk-programs.

November 1990 IMPACT Training (Parkside Recovery Center) (9 teachers/1 school board member)

December 1990 Presents for Peers conducted by Peer Helpers/Peer Supporters

January 1991 Henry County Teen Conference for Sophomores (25 students, 1 staff)

March 1991 Henry County Teen Conference for Junior High Students (40 students, 2 staff)

April 1991 Compiled Directory of Referral Resources for Elementary Schools (one to each teacher and to each principal)

April 1991 Three IMPACT members through Active Parenting Training Program

April 1991 Received two grants from Youth Services Planning Board of Henry/Mercer/Rock Island Counties (1 for parenting program, 1 for teen leadership conference)

May 1991 Presentation by Twy Jones, President of IACD, to 27 parents on the Four Faces of Self-Esteem.

May 1991 Active Parenting program presented to 27 elementary parents (6 weeks)

June 1991 Submit Drug-Free Schools grant proposal

July 1991 Sponsored one high school student to go to Illinois Teen Institute (2 others being sponsored by Illinois Sheriff's Association)

August 1991 IMPACT Team Training (Clinton, IA)

September 1991 Start of the D.A.R.E. Program to all 5th graders at Southwest School and Atkinson Elementary School.

November 1991 Introduction of the QUEST Program into the 7th grade Health Curriculum.

January 1992	Start of the D.A.R.E. Program to all 5th graders at Millikin Elementary School and St. Malachy's Elementary School.
January 1992	Henry County Teen Conference for Sophomores (25 students, 1 staff)
August 1989 - present	Continuation of the IMPACT referral process at the High School and Junior High School.

As the IMPACT Program developed into a successful program to intervene with high risk youngsters, the need for an At-Risk Preschool Program became clear. Early in 1989, the district applied for and received a \$66,190 grant to establish a "Prekindergarten Program for Children At Risk of Academic Failure." The screening of children for admission to this program began November 1, 1989. The district presently runs three sections of the "Ladders to Learning" pre-school program which serve 45 students.

Thus, the elements are in place (using predominantly state and federal funds) to have a quality Early Childhood Education program coupled with a comprehensive student assistance program. To date 167 students have been referred for evaluation. Referrals have come mostly from school personnel, but there have also been referrals by agency representatives, parents and even a self-referral by a student. As was previously discussed, IMPACT should help district personnel help the "at risk" students that they must deal with on a daily basis.

The future for the Geneseo IMPACT program includes objectives at each level of the district's schools. Overall objectives include continued education in "self-awareness" and "self-esteem, the inclusion of alcohol and drug education into the curriculum of all levels, and an emphasis on establishing a K - 10 parent education program.

The High School IMPACT Team will continue to use the formal intervention process for students demonstrating high risk behaviors. Emphasis will also continue to develop positive role models through leadership training, etc.

Staff and selected students will continue to be trained in the Natural Helper model through RICCA in an effort to develop support groups at the high school.

The Junior High School has used the formal intervention process, but not to the extent that it is used at the high school. An effort has been made to establish a more effective means of informal intervention through the teacher teams working with each Junior High "House." Continued emphasis will be placed on developing a positive school environment (Kids Empowering Days, Parent Network, Henry County Teen Conference). The school newsletter will include articles on parenting skills, communication skills, understanding early adolescents, and identifying high risk behaviors, to name a few. The multi-media assembly programs with substance abuse prevention messages will continue. The Junior High Health teachers were trained in the QUEST - Skills for Adolescence Program during the Summer of 1990. This program now makes up the 7th grade Health curriculum.

Rather than the referral and intervention process at the elementary level, Geneseo needs to move toward an emphasis on a Self-Esteem and Life Skills curriculum and parent education. In September of 1991, the Geneseo Police Department began the (Drug & Alcohol Resistance Education) D.A.R.E. program in the districts 5th grade classes in all Geneseo public and parochial elementary schools. The Henry County Sheriff's Department has also began the D.A.R.E. program in the 5th grade at the district's Atkinson Elementary School.

The future looks bright for the IMPACT student assistance program in Geneseo. There is a strong community/school network of adults caring about the young people of the community. There are also many qualified student leaders making good decisions and modeling positive lifestyles for their peers and the younger children. There continues to be many high risk children and

students with drug and alcohol problems. Now, however, at least, there is a process which is yielding and will continue to yield positive results in the Geneseo community.

FIVE CHARACTERISTICS
OF SUCCESSFUL STUDENT ASSISTANCE PROGRAMS

GENESEO COMMUNITY UNIT DISTRICT #228

	DISTRICT/COMMUNITY WIDE	ELEMENTARY SCHOOLS	JUNIOR HIGH SCHOOL	HIGH SCHOOL
POLICY			CLEAR POLICIES WERE RECOMMENDED BY A TEAM OF JUNIOR HIGH AND HIGH SCHOOL STAFF AND ADMINISTRATORS TO HANDLE SUBSTANCE ABUSE AND/OR CRIMINAL BEHAVIOR. THESE D/OR RECOMMENDATIONS INCLUDED THE CONSEQUENCES IN SCHOOL, IN EXTRA-CURRICULAR ACTIVITIES, ETC.	
STUDENT CURRICULUM		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">K-12 SUBSTANCE ABUSE PREVENTION CURRICULUM</div>		
		- AT RISK PRE-SCHOOL - 5TH GRADE D.A.R.E. PROGRAM	- 7TH GRADE (HEALTH CLASS) GUEST'S "SKILLS FOR ADOLESCENCE" PROGRAM - 8TH GRADE (HEALTH CLASS) DRUGS & ALCOHOL UNIT SEX EDUCATION UNIT DEATH & DYING UNIT	- 9TH GRADE (HEALTH CLASS) DRUGS & ALCOHOL UNIT SEX EDUCATION UNIT
			<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">MULTI-MEDIA ASSEMBLY PROGRAM</div>	
PARENT EDUCATION/AWARENESS	PARENT PARTICIPATION IN IMPACT TRAINING	- AT-RISK PRE-SCHOOL PARENTS' COMPONENT - "ACTIVE PARENTING" PROGRAMS FOR ELEMENTARY AND PRE-SCHOOL PARENTS	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">PARENTING PROGRAMS FOR PARENTS GRADES 7-10</div>	
			- JUNIOR HIGH PARENTS' NETWORK	- HIGH SCHOOL PARENTS' NETWORK
			<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">MATERIAL IN JUNIOR HIGH AND HIGH SCHOOL NEWSLETTERS</div>	

FIVE CHARACTERISTICS
OF SUCCESSFUL STUDENT ASSISTANCE PROGRAMS

	DISTRICT/COMMUNITY WIDE	ELEMENTARY SCHOOLS	JUNIOR HIGH SCHOOL	HIGH SCHOOL
STUDENT LEADERSHIP COMPONENT			<ul style="list-style-type: none"> - I.A.J.H.S.C. STUDENT LEADERSHIP CAMPS (SUMMER) 4 STUDENT COUNCIL OFFICERS ANNUALLY - "KIDS EMPOWERING DAYS" - HENRY COUNTY JUNIOR HIGH TEEN CONFERENCE 	<ul style="list-style-type: none"> - I.A.S.C./I.H.S.A. STUDENT LEADERSHIP STUDENT BODY, CLASS. CLUB AND ORGANIZATION OFFICERS - PEER HELPER TRAINING - PEER RESISTANCE TRAINING - HENRY COUNTY HIGH SCHOOL TEEN CONFERENCE - ILLINOIS TEEN INSTITUTE
COMMUNITY NETWORK	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">REFERRAL NETWORK</div>			
	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">COMMUNITY-WIDE PARTICIPATION IN IMPACT TRAINING (139 PARTICIPANTS)</div>			

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