

1990

# A Prevention Program at Spoon River Valley Schools and Its Role in the Fulton County Prevention Network

George Ellis Tanner

*Eastern Illinois University*

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

---

## Recommended Citation

Tanner, George Ellis, "A Prevention Program at Spoon River Valley Schools and Its Role in the Fulton County Prevention Network" (1990). *Masters Theses*. 2280.  
<https://thekeep.eiu.edu/theses/2280>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

A Prevention Program at Spoon River Valley Schools  
And Its Role in the Fulton County Prevention Network  
(TITLE)

BY

George Ellis Tanner

B.S. in Education, Eastern Illinois University, 1961  
M.S. in Education, Eastern Illinois University, 1968

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1990

YEAR

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

7/27/90  
DATE

[REDACTED]

ADVISER

7/27/90  
DATE

[REDACTED]

DEPARTMENT HEAD

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

7/27/90

Date



Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date

Author

A Prevention Program  
At  
Spoon River Valley Schools  
And Its Role In  
The Fulton County Prevention Network

George Ellis Tanner  
Eastern Illinois University

1990



## Abstract

### Statement of the Problem

The area to be discussed is the development of a prevention program for the Spoon River Valley Schools, and the role of this program within the Fulton County Prevention Network. The primary focus of this paper will be the school's effort to prevent substance abuse by the students, but also addressed are prevention activities which combat other self-destructive behaviors such as teen pregnancy and suicide.

### Procedure

The method of research used in this study is descriptive. The components of a prevention program which have evolved during the 1980s, both at Spoon River Valley Schools, and as a part of the Fulton County Prevention Network were reviewed, which included a chronology of many of these activities during the late 1980s. This study also includes a survey of high school principals or prevention program coordinators as to the important components of a school prevention program.

### Purpose of the Study

The purpose of this study is to explore what has been effective prevention program strategies at Spoon River Valley Schools and in Fulton County. Using this prevention program review of activities at Spoon River Valley Schools and in Fulton County and a survey of opinions of school officials at high schools of similar size, this author designed a prevention program model for 1990-91.

## Recommendations

1. The prevention program at Spoon River Valley Schools deserves a variety of types of support.
2. The school district prevention program coordinator should be an active leader in school and county activities.
3. The county prevention network should be maintained.
4. The level of funding for support of prevention programs and activities at Spoon River Valley Schools and in Fulton County is adequate and should be maintained.
5. The Drug Abuse Resistance Education (DARE) program should be maintained at all county schools.
6. The "Define, Explore, Consider, Invite, Decide, and Evaluate" (DECIDE) drug education curriculum should be retained and its effectiveness increased at all county schools.
7. Both the Fulton County Junior High School Leadership Conference and the Teen Conference for high school students should be retained as annual prevention activities.
8. Spoon River Valley High School and all Fulton County high schools should continue to recruit students for the Illinois Teenage Institute (ITI).
9. Operation Snowball activities deserve ongoing support.
10. Spoon River Valley Schools should strive to maintain and expand the membership in Valley High School Peer Support.
11. Spoon River Valley Schools should maintain and expand the membership in its chapter of Students Against Driving Drunk (SADD).
12. The administration and staff at Spoon River Valley Schools should continue their effort to ensure that the school campus and all activities are drug free.
13. The school's prevention policies should be reviewed annually.
14. Prevention activities at county schools and within the prevention network should emphasize three major thrusts: offer the teens opportunity to assume ownership; direct activities at all students; and allow teens to assume leadership roles.

15. The prevention program at Spoon River Valley Schools and in Fulton County should be a broad based approach.
16. Spoon River Valley Schools should work with community health care providers in providing an aftercare phase of treatment.
17. The student council at Spoon River Valley High School should be utilized as a resource group.
18. The county schools and the other aspects of the Fulton County prevention network should seek ways of encouraging more school personnel and parents to take a more active role in prevention.
19. Part of the prevention program at Spoon River Valley Schools is an ongoing program of public relations.
20. The prevention program and guidance program objectives should be consistent at Spoon River Valley Schools.
21. Admit that there is and will always continue to be a degree of a problem.
22. Spoon River Valley Schools should provide a variety of drug free activities.
23. All Spoon River Valley School departments should help students with life skills.
24. The prevention program at Spoon River Valley Schools should help develop "positive peer models".
25. The school should enlist the support of the family as part of the prevention program.
26. The school prevention program should have a positive impact on the general school environment.
27. Prevention at Spoon River Valley Schools and in Fulton County should be recognized as a community effort.

This author wishes to thank both his advisor, Dr. Paul Overton, and Dr. John Perkins for their help and encouragement in making this study a reality. Special thanks also to my many "caring and sharing" friends and prevention allies who make our ongoing prevention effort both worthwhile and fun, including:

Gail Lester, librarian, Cuba High School

Bob Gilroy, school liaison, Lifeway, Pekin  
Memorial Hospital

Bernice Pettit, InTouch coordinator, Fulton  
County Health Department

Steve Fairbanks, prevention specialist, Community  
Mental Health Center, Canton

Valerie Smith, prevention specialist, Human  
Service Center, Peoria

Gayla Kerrick, prevention specialist, Spoon  
River Center, Galesburg

Kent McDowell, D.A.R.E. officer, Fulton County

Warren Baxter, Assistant Superintendent, Fulton  
County ESR office

Mary Strode, counselor, Cuba High School

Cindy Paulas, teacher and coach, Avon High School

Nina Baird, counselor, Farmington High School

Stephanie Churchill, social worker, Farmington  
Schools

Pat Howd, member of the Board of Education at  
Spoon River Valley Schools and teacher  
at Farmington High School

Mable Tanner, my wife, whose patience, support,  
and typing skill is a must

And many other area teenagers and adults who  
form our prevention network.

\* \* \* \* \*

One merit of a preventive network: Building an  
attitude that we are all in this together, and together we  
can!

George Tanner, 1990

\* \* \* \* \*

"As urban pioneers, we are beginning to re-discover the  
value of getting together around the campfire with strangers  
heading the same way, in order to compare notes and reduce  
the hazards of the journey."

Our Troubled Teens, 1987.

\* \* \* \* \*

A willingness to take the time to accept and support

Peer Support motto at Spoon River  
Valley High School, "Music" by  
Valley High School Teens and "lyrics"  
by this author

\* \* \* \* \*

"It Makes A Difference"

"A well-known author and poet was working and vacationing  
on the southern coast of Spain. One morning, very early, he  
was walking along the beach-the sun was just rising, the  
rain had ended, the rainbows were magnificent, the sea calm.  
While enjoying the beauty about him, he glanced down the

beach and saw a lone figure dancing about. Fascinated by this other person celebrating the day that was about to dawn, he moved closer. As he came nearer, he realized that the young man was not dancing, but in one graceful movement was picking objects up from off the beach and tossing them out into the sea. As he approached the young man, he saw that the objects were starfish.

"Why in the world are you throwing starfish into the water?"

"If the starfish are still on the beach when the tide goes out and the sun rises higher in the sky, they will die," replied the young man as he continued tossing them out to sea.

"That's ridiculous!" There are thousands of miles of beach and millions of starfish. You can't really believe that what you're doing could possibly make a difference!"

The young man picked up another starfish, paused thoughtfully and remarked as he tossed it out into the waves, "It makes a difference to this one."

## Table of Contents

Chapter		Page
I	Introduction	1
	Statement of the Problem	1
	Design of the Study	1
	Purpose of the Study	2
	Definitions	3
II	Background	10
	A Beginning	10
	A New Beginning	14
	Establishment of an In-House Effort	15
	The Program Takes Focus	25
III	Review of Related Literature	27
	Admitting the Problem	27
	Utilizing Present Curriculum	32
	Locating Funding	35
	Providing Healthful Drug-Free Activities in School and Outside	36
	Developing Life Skills	38
	Developing Positive Peer Pressure	40
	The Support of the Family	43
	Influencing the General School Environment and Emphasizing Preventive Guidance and Counseling	44
	Activating Ongoing Community Support	49
	Insuring a Broad Based Program	51
	Reviewing School Policy on Prevention	53

Chapter		Page
IV	Descriptive Analysis	55
	Prevention Program Components	57
	Results of the Survey Questionnaire	59
	Table 1 - Table of Responses to the Survey Questions by Individual Schools	62
	Table 2 - Table of the Order of Importance of Prevention Program Components	64
	Survey Summary	65
V	A Prevention Program Model for 1990-91	68
	Conclusions and Recommendations	68
	Works Cited	73
	Appendix 1 - Program Chronology	77
	Appendix 2 - Related Information	112



## Chapter I

### Introduction

#### Statement of the Problem

The area to be discussed in this paper will be that of a prevention program for Spoon River Valley Schools and its role within the Fulton County prevention network. This area was chosen because of the author's involvement in, and commitment to, the program's development during the 1980s. The author was interested in identifying and defining program components which have evolved during this decade. The author was also interested in the opinions of school principals and/or prevention program coordinators at high schools of similar size within the state of Illinois as to what constitutes important components of a school's prevention program.

#### Design of the Study

The method of research used in this study is descriptive. The author has attempted to describe the subject area factually and accurately. Descriptive research, according to Ary, Jacobs, and Razavich (1979), "is not generally directed toward hypothesis testing" (p. 295). This type of study is designed to describe existing phenomena and determine current conditions and practices. The accumulation of the data base herein was to help make comparisons and evaluations, as well as to determine the opinion of others for use in program revisions and improvements. This paper includes a program chronology of prevention program activities during the 1980s

at Spoon River Valley Schools and in its role as part of the Fulton County prevention network.

Also addressed in this paper was the opinion of the principal or prevention program coordinator at other small (enrollments of 426 or less) Illinois high schools on the important components of a school prevention program. A survey questionnaire was developed by this author in December of 1989 and mailed, along with a letter of explanation, to the principal of each of the 53 small Illinois high school randomly selected as part of the survey sample.

#### Purpose of the Study

The purpose of this study was to review and define a prevention program for Spoon River Valley Schools and demonstrate its role in the Fulton County prevention network. The study revealed how the school prevention program and the county network of activities has evolved due to the development of certain program components. The author made recommendations for a prevention program model at Spoon River Valley Schools for the 1990-91 school year.

## Definitions

Prevention Program refers to the school curriculum and related activities which addressed helping students avoid self destructive behaviors, including substance abuse, teen pregnancy, and suicide.

School Prevention Coordinator refers to the person who represented the school in helping to plan, organize, and coordinate the components of the prevention program, involving a network of school, community, county, state, and national resources.

Networking referred to the process of youth, teachers, school counselors and administrators, parents, community/county/state/national health care and law enforcement agencies, and others working together to develop a broad based prevention program which has adequate funding.

Spoon River Valley Schools referred to Illinois District #4 which serves the five small communities of Maquon, Ellisville, Fairview, London Mills, and Rapatee. Spoon River Valley District #4 is located on a forty acre track, near the junction of Illinois Routes 97 and 116, in the northwest corner of Fulton County. A small portion of the district is in Knox County.

Spoon River Valley Junior/Senior High School referred to school levels seventh grade through twelfth grade. Enrollment in grades 9 through 12 during the 1980s declined from a 1980 high of 230 to a 1989 low of 150 students. Enrollment in

grade 7 and 8 ranged from 80 to 100 students.

Spoon River Valley Elementary School referred to the school levels of kindergarten through sixth grade.

Fulton County referred to that county located in west central Illinois which has common borders with Knox, Warren, McDonough, Schuyler, Mason, and Peoria counties. Spoon River Valley High School is one of eight high schools in Fulton County: Astoria, Avon, Canton, Cuba, Farmington, Lewistown, and V.I.T. (Vermont, Ipava, and Table Grove).

Educational Service Region referred to the Fulton County ESR office which serves twelve school districts within the county.

Lifeway referred to Pekin Memorial Hospital's adolescent chemical dependency treatment program. The program was based on the Alcoholics Anonymous philosophy and its twelve step approach to recovery and provides adolescents and family members support, education, and treatment. The program admitted young people between the ages of 12 and 17. There was an evaluation phase of 7 to 10 days, and if admitted the treatment program lasts approximately 28 days. There are 26 weeks of aftercare structured to allow clients a gradual return to family and school environments.

Fulton County Prevention Coalition referred to a group comprised of people representing schools, social services, law enforcement, and county agencies. The purpose of the coalition, formed in 1986, was to provide a coordinated and cooperative approach to primary prevention programming in

Fulton County by promoting prevention activities, increasing community awareness and networking prevention resources. High school students on the Student Committee are responsible for encouraging peers to participate in prevention activities, disseminating prevention information through school publications, and to participate in prevention/education activities and events.

Drug Free School Fund referred to those monies which the Federal Government first made available through the Drug Free Schools and Communities Act for the 1987-88 school year. Ten of the twelve school districts within the Fulton County Educational Service Region chose to pool their resources on a cooperative basis. During the 1989-90 school year all twelve school districts are part of the county cooperative.

The D.A.R.E. (Drug Abuse Resistance Education) Program referred to the Fulton County prevention program component that has an uniformed police officer teaching students in school levels fifth and sixth grades, one hour each week for 17 weeks. The D.A.R.E. officer helped pre-junior high school students develop life skills: how to say "no", risk-taking, decision-making, handling peer pressure, consequences of actions, and self-esteem.

The Stanford D.E.C.I.D.E. Curriculum referred to the drug education program developed by Stanford University which uses group process as a focal point in addition to imparting actual drug information. This program combined both affective and cognitive components.

Fulton County Networking Board referred to that body created as part of the Fulton County ESR Office grant proposal to the State Board of Education in August of 1988 which resulted in \$15,000 of Drug Free School monies. The purpose of this board was to help coordinate and promote prevention activities in Fulton County. It was designed to pull together many facets of prevention, including providers, schools, parents, and students.

Junior High School Leadership Conference referred to the Fulton County project directed by the Fulton County Prevention Coalition, which represent the Fulton/McDonough Counties Mental Health Center, the State's Attorney's Office, the InTouch Program, Fulton County Health Department, and the Regional Superintendent of Schools. Junior high schools may send at least 10 percent of the student body in grade levels sixth, seventh, and eighth to the conference which includes: a keynote speaker; workshops on self-esteem alcohol and drug abuse, teen pregnancy, and teen suicide; two meals; a session for parents; and a dance.

Teen Conference referred to the annual conference for students in the eight Fulton County high schools. Sponsored initially in 1987 by the Fulton County Health Department's Celebrating Teens Committee, and held at Spoon River College, the conference agenda included a keynote speaker, workshops on teen issues, skits, two meals, a session for parents, and a dance. A high school may recruit up to 10 percent of its student body and attendance has ranged from 137 in 1987 to

292 in 1989. The conference intent included promoting healthy life styles, encouraging positive life decisions and enhancing the self-esteem of Fulton County teens.

InTouch referred to the Illinois Network to Organize the Understanding of Community Health, a comprehensive community and school prevention management system created by the Illinois Department of Alcoholism and Substance Abuse (DASA) in November of 1985. A program designed to give all school children in Illinois, grades K through 12, necessary information and skills to avoid drug and alcohol use. The state was divided into 18 Prevention Service areas, each staffed by a Prevention Area Coordinator. School districts may create local action plans for prevention programs, generated through Substance Abuse Planning Seminars.

Illinois Teenage Institute (ITI) referred to a program of the Illinois Alcoholism and Drug Dependence Association. Founded in 1974 and held annually at 4-H Memorial Camp, Allerton Park, Monticello, Illinois, in three separate one week sessions during July. The institute staff of adult volunteers included people who work in alcohol/drug prevention and treatment programs, schools, churches, law enforcement, and social service agencies from throughout Illinois. Students attended lectures and discussion groups to develop their leadership potential and learned ways to provide positive peer pressure in their schools and communities. ITI worked in cooperation with Illinois' Operation Snowball, Inc. and InTouch community programs.

Operation Snowball referred to a process started by a group of teenagers who attended the (ITI) in the summer of 1977. The process focused on prevention through education and emotional growth which addressed a broad range of adolescent concerns by promoting personal and social development. The primary activity format is a week-end "lock-in" where teenagers and adults created a "natural high" via recreational games, workshop sessions, and small group discussion.

Spoon River Chapter of Operation Snowball referred to the official Fulton/McDonough County Chapter of Operation Snowball. The chapter application was submitted by Steve Fairbanks, prevention specialist at the Canton Community Mental Health Center, to the Illinois Alcoholism and Drug Dependence Association (IADDA) during the summer of 1989. The chapter was a cooperative of high school students and adults whose primary focus was the promotion of personal and interpersonal growth, leadership skills, and decision-making skills encompassing a broad range of life concerns.

Peer Support referred to those Spoon River Valley High School students who have attended at least one of the following activities which address prevention issues: an Operation Snowball, Teen Conference, Illinois Teenage Institute (ITI), and Junior High School Leadership Conference. Some of these teens helped organize and staff these activities. Many of these students and their parents have done SADD contracts.



Students Against Driving Drunk (SADD) referred to the national organization which promotes parents and children working together to combat drinking-driving situations. Membership in the school campus group entails the parent and teenager signing the SADD drinking-driver contract. The organization offered the SADD curriculum which can be used as part of the high school program on drinking, driving, and drugs.

## Chapter II

### Background

#### A Beginning

This author joined the staff of Spoon River Valley Schools as guidance counselor in August of 1979. Although the counselor had responsibilities throughout the unit district, the primary guidance duties were at the junior/senior high school level. During the early 1980s it was obvious that the students' peer group was a powerful influence on the Spoon River Valley Jr./Sr. High School campus. By the time the students reached junior high school age the home's influence on the student's values was weakened by "streetwise" dictates of what was the "in thing" of their peers. Substance abuse was part of this "street culture" which came to school, especially at our high school level. And although this group was a small minority in the student body, they continued to exercise more influence on other students at all levels, including those still in the elementary school.

In the spring of 1984 there occurred the first of two incidents which had a great deal to do with pressing the administration, staff, and students to rethink their position as to whether enough was being done to help students avoid self destructive behaviors. The first incident began when a high school boy was escorted to the principal's office by his P.E. teacher and accused of having pills suspected to be a controlled substance in his possession. As the principal

followed up on this incident, and the details unraveled, these particular pills were the first of three groups of pills which were discovered to have been distributed by four other high school boys. By the end of the day when all of the students who had either distributed or received pills had been tracked down, there were fifteen students implicated, including ten junior high school students. The local police were alerted and they appraised the pills as being a variety of types of amphetamines. Punishment was administered to the students by the school, using the student handbook guidelines on drugs (and this handbook item was identical to the 1989-90 policy):

Drugs (Controlled Substances and Look Alike Drugs)  
Possession and/or use of on school  
property and at all school sponsored  
activities, both at Valley and away.

First offense-suspension, expulsion  
and police notification.

The administration formulated its recommendation to the Board of Education for student suspension or expulsion according to the degree of involvement by each student. All ten of the junior high school students involved, along with two of the high school students, received five days out-of-school suspensions. One of the high school students received a ten day out-of-school suspension, and the other two high school students were expelled for the remainder of the school term. Needless to say, even though there were no serious legal consequences to the students, this incident had a major emotional impact on all aspects of the Spoon River Valley

Schools. The Board of Education, administration, staff, student body, and community members were both surprised and shocked by the results of this investigation. They were especially concerned by the fact that most of the students involved were in junior high school.

Because of the emotional upheaval created by this incident, especially at the junior high school level, this author suggested some group sessions, designed to help defuse the "after shock" of these junior high school students returning to school from their suspensions. The principal approved this plan. Letters were written to the parents of these students, explaining the intent of the sessions, and urging them to encourage their son or daughter to attend. The parents were invited to attend also (one parent did attend one session). Each of the suspended students (and all ten attended both sessions) could invite a friend or two; thus both sessions focused primarily on why the students decided to buy (or accept) the pills. This offered the implicated students a chance to vent their frustration about being suspended for five days; a punishment some of them thought was too severe. The second session was led by a member of a local Alcoholics Anonymous group, a young man who had recently graduated from Canton High School. Even though the feedback to this author on the effect of these sessions helping the students deal with the aftereffects of this incident were totally positive, the "flare had already gone up" signalling to our school and the community that more was needed to be

done in the area of prevention.

The other incident, which this author believes had something to do with setting the mood and tone of the school and community being more committed to prevention efforts, was an automobile accident which occurred in June of 1985. It was a head-on crash on Route 97, just outside of Maquon, Il. All the young people involved in the accident were or had been members of the Spoon River Valley High School: two were members of the Class of 1985; one was a member of the Class of 1984; and one a member of the Class of 1986. Two of the accident victims were seriously injured; one of these two, the only female victim, died a few days later. The deceased had a younger sister who was a member of the Class of 1988. This class included all of the junior high school students who had been part of the "pill-passing episode" the spring prior to this accident. In this author's opinion this girl converted some of her grief and sense of loss into a positive force for helping others. Thus, she was one of the few to first take the lead of a "peer prevention" effort at the Spoon River Valley Schools. Also within the Class of 1988 was one of her closest friends and a fellow Maquon resident. This girl was also a "natural helper" and a very disciplined student, as demonstrated by her being the valedictorian of the Class of 1988. Early in their high school careers these two girls would assume the lead in the movement which has now become Spoon River Valley School Peer Support. This author, in an effort to give credit to these two girls for the impact

they had on the development of Peer Support, and yet protect their anonymity, has referred to them as "VHS Students A and B".

#### A New Beginning

Prior to the spring of 1985, prevention efforts were primarily confined to the drug education unit within the curriculum in the junior and senior high school health classes. Then came the first act of "students taking up the banner". Spoon River Valley High School students were invited to attend the Operation Snowball weekend hosted by Farmington High School. This weekend retreat offered teens leadership training in several areas: learning the effects of drug abuse on individuals and families; developing healthy self concepts; learning the differences between attitudes and facts; expression of thoughts and feelings, improving decision making, problem solving, and communications skills; peer counseling techniques; and how to use positive peer pressure. In order to stimulate recruitment of the Spoon River Valley High School students, this author contacted school and community groups, seeking sponsors for tuition scholarships. As a result of this effort the delegation of seven students went on tuition scholarships. Only three members of this group were seniors; thus, there was a good "carry-over effect" as to positive peer leadership at Spoon River Valley High School as result of this weekend. This "Snowball group" included "VHS Students A and B". This author wrote thank you

letters for those groups who had sponsored tuition scholarships and the "Snowball kids" gave an enthusiastic endorsement to their learning experience at the April meeting of the Valley Boosters Club.

#### Establishment of an In-House Effort

During the following school term, with "VHS Students A and B" as members of the Spoon River Valley High School Student Council and this author serving as the advisor, the Student Council decided it was time to take the step toward a sense of "ownership" of an "in-house" program, which we were than calling Peer Prevention, via sponsoring the formation of a Students Against Driving Drunk Chapter at Spoon River Valley Junior/Senior High School. We liked the SADD "contract concepts" because it asked students and their parents to develop both a line of communication on, and a value commitment to, doing something about people driving drunk. The council purchased the SADD starter kit (\$35.00) which included 400 student/parent contracts and curriculum guidelines. A council committee then met with the teachers of both the junior high school and the high school health classes, and the driver education instructor. These teachers assured the committee that the SADD curriculum guidelines would be intergrated within the instruction in their classes. Each fall thereafter this author has checked to see that the SADD curriculum continues to be a part of these course.

A majority of the student council members and their parents signed the SADD contracts. These first student

recruits then helped organize recruitment meetings for both junior high school and high school students. Meanwhile, two of the junior/senior high school assembly programs dealt with substance abuse/driving topics and SADD membership was promoted at each of these. This author gave a brief explanation of the SADD program at the February, 1986 school board meeting. In March of 1986 eight Spoon River Valley High School students attended the Operation Snowball weekend hosted by Yates City High School. Included in this group were "VHS Students A and B", and none of the members were seniors (thus, the "carry-over factor" expanded even more). As was the case in 1985 several school and community groups responded to a request for scholarship tuition aid. And, again the "Snowballers" did a "pay-back" presentation at the April 1986 Boosters Club meeting.

In the late spring of 1986, two Spoon River Valley High School students, and this author attended a meeting hosted by Cuba High School, which was led by a representative from the State Board of Education, and Bernice Pettit, the local director of InTouch. At this meeting it was proposed that a grant be pursued to offer a workshop on prevention issues for Fulton County high school students the following fall. Also by the end of the 1985/86 school term SADD membership had risen to seventy-three. And our two "Snowball veterans", "VHS Students A and B", were at this time interested in accelerating their leadership skills via attending an Illinois Teenage Institute (ITI) session in July. Again the request for



scholarship aid was responded to very quickly and both girls received full scholarship.

The 1986-87 prevention effort at Spoon River Valley Jr./Sr. High School opened with an event that somewhat officially linked the school with the county (and state) InTouch network. At an August 14 meeting, Bernice Pettit (InTouch), Dan Whitsitt (principal, Spoon River Valley Jr./Sr. High School), Ercil Little (Superintendent, Spoon River Valley Schools), and the author met to discuss sending an Action Plan Team (which would include a school administrator, a teacher, a Board member, a parent, and a student) to a two day workshop in late September. The team's attendance would net the local school a six hundred dollar grant to be used for prevention projects. As a result of this meeting Mrs. Pettit sent Mr. Whitsitt a written proposal which he approved. This author, representing the school administration, then recruited the other four members of the Action Plan Team: Robin Pruett, Spoon River Valley High School student; Denise Brewer, Spoon River Valley High School health teacher and coach; Pat Howd, Spoon River Valley School Board Member (and Farmington High School teacher); and Norma Schultz, community and parent representative.

When the 1986-87 school term commenced in mid August there was a new dimension of prevention introduced at Spoon River Valley Schools. Prior to this date the guidance counselor had a role in both identifying and referring those students who had a problem with substance abuse (or other

self-destructive behaviors). These students were usually referred to area health care agencies and there was little follow-up between the school and the health care provider. This school term opened with four members of the high school student body being "graduates" of the in-patient care phase of the Lifeway program (for adolescents with chemical dependency problems) at Pekin's Memorial Hospital. One of these students had been admitted by his parents to the Lifeway program at the end of the 1985-86 school term. Thus, there was a link established in the late spring of 1986 between Spoon River Valley High School and this hospital's substance abuse rehabilitation program. During the early phase of treatment the hospital and the school worked together in providing this boy tutoring so he could complete his sophomore courses during the summer of 1986. Spoon River Valley School worked with Lifeway counselors in coordinating this program. The other three students had been admitted to the in-patient phase of the Lifeway program by their parents during the summer prior to the 1986-87 school term. One of these four students, who were then entering the Lifeway aftercare phase of their treatment during August of 1986, left Spoon River Valley High School in the early fall. The other three completed the 1986-87 school term: one graduated with the Class of 1987; one graduated with the Class of 1988; the third, narrowly missed graduating with the Class of 1989 by failing the eighth semester of English. The school counselor's role was an active one in helping these students

readjust to the routine rigors of both school and home. Along with providing counseling services the school counselor helped coordinate the weekly checks by Lifeway counselors on the academic and emotional status of these students. Part of this program of the school and hospital working together included the school releasing these students one afternoon each week so that they could attend a therapy session at the hospital.

During August and September of 1986 the school prevention coordinator and four Spoon River Valley High School students attended planning sessions hosted by Cuba High School for the Fulton County Fall Student Prevention Conference. All members of the Spoon River Valley High School delegation volunteered to be workshop presentors.

On September 23 and 24 the Spoon River Valley High School Action Plan Team attended the InTouch Alcohol and Drug Seminar in Peoria conducted by the Prevention Resource Center from Springfield. Also in September a package of materials was mailed to the National Headquarters of SADD, verifying the chapter's progress and requesting a membership certificate. Part of the discussion at the first meeting of the Spoon River Valley Jr./Sr. High School's SADD chapter was the formation of a high school Peer Support group. The membership would include students who were willing to develop particular traits and skills; a willingness to help others; becoming an active listener; believing in the power of positive peer pressure; maintaining a positive attitude; keeping information

confidential; and be willing to work toward making Spoon River Valley High School a place where students feel good about themselves and get support from their peers when they need it.

In October of 1986 Spoon River Valley High School received the approved copy of the InTouch Action Plan. The plan objectives included: hosting an Operation Snowball in the spring; incorporating SADD, drug and alcohol, and self esteem units into the school curriculum; increasing SADD and Peer Support membership; and recommending school policy revisions. Also, on October 28, the school prevention coordinator and twenty Spoon River Valley High School students attended the Prevention Conference. Four Spoon River Valley students were facilitators for two of the workshops, and the prevention coordinator and a panel of Spoon River Valley students spoke to the entire group about the progress of peer intervention at Spoon River Valley High School.

November of 1986 was symbolic of a variety of groups and individuals working together, both at Spoon River Valley High School and in Fulton County on prevention activities. The SADD Chapter held another recruitment meeting. The teen staff at the Operation Snowball weekend hosted by Yates City High School included "VHS Students A and B" and three other Spoon River Valley High School students. A delegation from the high school composed of this author and several students attended the 4-H Fairview Huskies meeting held at Spoon River Valley Elementary School. The guest speaker was Steve Nelson from

the community Mental Health Center in Canton. His topic was "Signs and Symptoms of Substance Abuse". The school prevention coordinator and one of the high school students also spoke about the school's prevention activities over the past two years. This meeting was also attended by two other members of the Action Plan Team (Norma Schultz and Pat Howd). In late November "VHS Student A" was a member of the teen staff at an Operation Snowball in Jacksonville and three other Spoon River Valley High School students also attended. Also in late November the school prevention coordinator represented Spoon River Valley High School at an InTouch meeting hosted by Cuba High School. Plans were made for a "Teen Week" for high school age youths in Fulton County for the spring, with the anchor event being a Teen Conference which would promote teen leadership on prevention issues. Also discussed was some type of conference for junior high school youth before the end of the school term.

The December 1986 calendar of prevention activities opened with the SADD Chapter Charter being presented to the principal of Spoon River Valley Jr./Sr. High School, Dan Whitsitt, by the school prevention coordinator and representatives from the senior high, ("VHS Students A and B"), and a junior high school student at a varsity basketball game. The charter was framed and was posted in the commons area of the Spoon River Valley Jr./Sr. High School. It was at this time that the school prevention coordinator, with occasionally the help of high school students, started to do periodic "press releases",

including contributions this month to both the school's quarterly newsletter and the Fulton County Health Department's newsletter, "Upper Class". These written program updates were distributed to as many people as possible, especially tuition scholarship sponsors, Board of Education members, teachers, school administrators, and student membership. It was as part of this publicity that a name for those high school students involved in prevention activities, Peer Support, first appeared in print. Thus, this was a step toward identifying that group as an entity. The Action Plan Team met again making as its main objective Spoon River Valley School hosting an Operation Snowball in March of 1987. Also the Teen Event Advisory Committee met to plan the Spring Teen Week and Conference, and a student delegation from Spoon River Valley High School as well as students from three other county high schools were part of this planning session. The school prevention coordinator attended the December Board of Education meeting, and Action Plan Team member Pat Howd gave a synopsis of the school's prevention activities.

The highlight of January, 1987 was getting the approval of Bob Gilroy, a counselor at Lifeway and the advisor to the Tri-County Operation Snowball Chapter, to their chapter sponsoring Spoon River Valley High School as host to an Operation Snowball in March. A newsletter was produced announcing this event. The school prevention coordinator attended another Teen Advisory Committee meeting and volunteered to do "warm-up and wrap-up" exercises at the Teen

Conference. A Spoon River Valley High School student ("Student A") contributed a "Peer Prevention at Valley" article to the January, 1987 "Upper Class". Two high school students ("Students A and B") presented Dan Whitsitt, Jr./Sr. High School principal, the Certificate of Appreciation from the Illinois Alcoholism and Drug Dependence Association for the school's role in helping the girls attend the Illinois Teenage Institute (ITI) at a varsity basketball game.

In February of 1987 Spoon River Valley High School Peer Support submitted a proposal ("Methods of Creating a Supportive School Environment") for one of the workshop presentation at the March Teen Conference. This Peer Support committee, with the school prevention coordinator as advisor, met during lunch periods to design workshop particulars. This committee also attended another Teen Event Advisory Committee meeting and led the recruitment effort to enlist Teen Conference participants.

Thus, March of 1987 was both a busy and pivotal time for prevention activities for both Spoon River Valley High School and Fulton County. The school prevention coordinator and some Peer Support students attended the final planning session for the Teen Conference hosted by the Fulton County Health Department. The school and the community rallied in support of the March 13-15 Operation Snowball weekend far beyond the Action Plan Team's greatest expectations (the school hosted sixty students, twenty-five from Spoon River Valley High School and thirty-five from thirteen other area high schools, a dozen



teen staff leaders, and ten adults who served as small group facilitators; the twenty-five Spoon River Valley High School students attended tuition free; the food was donated and the meals were served by community groups; and Peer Support was left with eleven hundred dollars to be used for future prevention materials or projects). The school prevention coordinator and several of those Spoon River Valley High School students who attended this Operation Snowball were very impressed by the experience and thus, volunteered to do an assembly program for grades seven through twelve the following week. Also the Teen Conference was the following Saturday, and many of the participants had been part of this Operation Snowball (and/or other Operation Snowballs or ITI); this helped create a "family atmosphere" and set a positive mood for the conference. The twenty Spoon River Valley High School students were part of a group of one hundred fifty teens who represented the eight county high schools at the Teen Conference. The school prevention coordinator's role on the agenda was a demonstration of techniques for making new friends. During the day the students had access to four workshops which addressed prevention issues. The workshop facilitated by the Spoon River Valley High School Peer Support students was directed at collecting ideas on creating a more accepting and supportive school atmosphere. As a result of the "brainstorming effort" during this workshop a "result sheet" was compiled and mailed to the principals and student council presidents of the respective county high schools.



The Teen Conference evaluations done by both teen and adult participants indicated the conference was a success.

### The Program Takes Focus

It was obvious by the end of March, 1987 that the aforementioned series of events were taking the shape of an ongoing program of related prevention activities. And there was special significance here for the school prevention coordinator, who also served as the school counselor, in that many of the objectives of these prevention activities were equivalent to the objectives of the school guidance program:

- \* to help students develop a positive attitude
- \* to help students elevate their self-esteem
- \* to develop the best possible rapport between the counselor and the students
- \* to develop a climate on the school campus which promotes both individualism and universal acceptance
- \* to take a proactive and preventative, rather than reactive, approach to helping young people

Being that the school prevention coordinator had joined the staff at Spoon River Valley School in August of 1979, and as counselor had stressed these objectives as part of the guidance program, there was an adequate foundation of trust and respect developed between the student (primarily at the high school level) and the counselor by the mid 1980s. Thus, when the school counselor took the role of the school's prevention coordinator, it both reinforced and extended the guidance program. And as the program of prevention activities evolved, the main components complimented the guidance program. Several of these components have been key planks in

the program of prevention activities since its outset:

- \* The school's prevention program coordinator is an active participant in the activity (organizer, speaker, workshop presenter)
- \* All students (at that grade, or grade level) have access to this activity
- \* Some students learn by helping to organize the activity
- \* There is an ongoing public relations program, utilizing periodic news releases and newsletters
- \* Funding is made available to provide student tuition to activities

(For a review of how the program of prevention activities have emphasized these components see the program chronology in APPENDIX 1).

## Chapter III

### Review of Related Literature

There is a wealth of related research addressing the components of a prevention program. Some of the program components featured now in the prevention effort at Spoon River Valley Schools and its role in the county and regional prevention network included the following:

- \*admitting the problem
- \*utilizing present curriculum
- \*locating funding
- \*providing healthful, drug free activities in school and outside
- \*developing students' life skills
- \*developing positive peer pressure
- \*enlisting the support of the family
- \*influencing the general school environment and emphasizing preventive guidance and counseling
- \*activating ongoing community support
- \*insuring a broad based approach
- \*and, reviewing school policy on prevention

#### Admitting the Problem

In the 1980s there are few people who would not admit that the school, like our society in general, not only had a problem with substance abuse, but also with other related self destructive behaviors as well. And as expressed by Moler (1989) many of the problems faced by students during the 1980s are oriented around the ideas of substance abuse and the re-ordering of traditional social structure. Contributing factors are the "mounting divorce rate and the problems which come from children with multiple parents, not enough parents, broken homes, or parents sharing children" (p. 74). The greatly accelerated changes in family structure and mobility has tended to encourage life styles with a negative thrust.

There are strong underlying ties between crime, teen pregnancy, drug/alcohol abuse, suicide, and lack of motivation in the young (Our Troubled Teens, 1987). Often the young person perceives no meaning, purpose or significance to life. Relationships with adults at home and school are weak or non-existent. To be healthy, young people must perceive closeness and trust with parents and significant others; have strong moral positions; perceive themselves as contributors to school, family, and community groups; be confident of personal capabilities; perceive themselves to have personal influence (sense of empowerment) over events and circumstances; and develop skills in self-discipline, communication, responsibility, and judgement.

After four decades of change American parents and teachers face an entire generation of children being raised without networks of grandparents, aunts, uncles and in-laws to support them and their parents on the journey through childhood and adolescence. American children are no longer needed in the economic life of the family. They have no significant role in the culture. Children suffer a loss in their self esteem and self confidence when parents do too much for them or fail to let them affirm, through experience, their worth to themselves and others. Today a typical American child experiences parenting as the part-time occupation of inexperienced parents, and yet now, the process of helping children mature in self-discipline, judgement and responsibility takes more awareness, understanding and care

than ever before. Typically, children become familiar with the adult world through TV programs which often portray drinking, self-medication, casual sexuality and expedient acts of violence as routine behavior (Our Troubled Teens, 1987).

It is also reported in Our Troubled Teens (1987) that school achievement rose steadily in the country from 1900 to 1963, while juvenile delinquency, teen-age pregnancy, drug and alcohol abuse and suicide among young people remained at relatively low levels. Then the "baby boom" generation of the 1960s upsurged in an era of change. We went from a significant majority of households including one or more grandparents to a minority (in 1980 less than 5%). We changed from over three-fourths of all homes attended by one or more full-time homemakers, devoting thirty-nine hours a week to domestic chores, down to less than two-thirds (in 1980 approximately 20%). We went from nearly three-fourths of all families with long-term residences to nearly one-third with less than five years in their present residences (in 1980 the majority less than three years).

Thus the youth of the 1980s were "fertile ground" for the needs of a variety of self destructive behaviors, including substance abuse, teen pregnancy, and suicide. There "has been a radical expansion in the use of both legal and illegal drugs in our society and an almost incredible increase in drug use by young people" (Oetting and Beauvais, 1986, p. 17). Nearly as many rural as urban youth (thirty-two

compared to thirty-nine percent) have used drugs by graduation day. Female students use drugs at only a slightly lower rate than males: thirty-four percent versus thirty-eight percent (Drug Prevention Curricula, 1988). Peele (1986) stated that almost two-thirds of high school seniors have taken an illicit drug in the past year. And by high school graduation over ninety percent of American students have used alcoholic beverages. An alarming trend was the influence of substance abuse on an even younger portion of our population. By the fourth grade peer pressure had played a role in causing both boys and girls to experiment with drinking alcohol and using tobacco. Richmond and Peeples (1984) stated that substance abuse has been established as part of the lives of many middle school-aged children and is often quite extensive by middle adolescence.

When "adolescents face the substance use that is common place in high school today, they are ill-equipped to avoid it and handle it" (Peele, 1986, p. 24). Bradley (1988) stated that teenagers who seek treatment for alcohol problems often experienced social alienations, deficiencies in social competencies, uncertainty of values, difficulty making decisions, low levels of self-esteem, and undue influence of peers. And "adolescence is a high-risk time for all youth in terms of experimenting with health-compromising behaviors . . ." (Bernard, 1988, p. 3). Possible "reasons may center around rebellion, being 'macho', attracting attention, or even the need to be self-destructive" (Oetting

and Beauvais, 1986, p. 21). According to Bernard (1986) adolescents may also have a psychological proneness to problem behaviors which include delinquency, truancy-school failure, and precocious sexuality.

Admission of the problems, including teen pregnancy and suicide, along with substance abuse, which the school prevention program must address, can be demonstrated via national statistics, or as the results of periodic anonymous surveys of students or other school personnel. School-age pregnancy was the largest single cause of school drop-outs. One out of every six babies born in the United States was born to a teen parent and ninety-six percent of teen mothers keep their children. Four out of every ten teenagers will become pregnant during the teen years and one in five will bear a child. And in 1983 suicide was the third leading cause of death among fifteen to twenty-four year olds, outranked only by accidents and homicides. The phenomenon of "cluster" suicides, in which one suicide leads to another, was a growing problem. There are approximately five hundred thousand suicides attempts per year that require medical attention. The ratio of attempts to deaths was one hundred ten attempts for each death (Our Troubled Teens, 1987). And in regard to the problem of substance abuse, note the responses of three different school principals in a recent IHSA survey:

"Our school district is considering hiring a drug/alcohol abuse specialist for 1986-87.

There is a serious problem in our society. Any help would be appreciated.

We do not feel the drug-chemical problem in xxx is different than other communities in the state. This school year, twenty-seven students have been placed in in-patient treatment facilities . . . many school people have a great deal of fear about facing the problem and thus hide the problem . . ." (Bundy, 1986, p. 192).

#### Utilizing Present Curriculum

One prevention program component which most schools have had ongoing for years is units of instruction within the curriculum usually in the health classes at both the junior high school and high school levels on drug education and sexuality, and more recently, suicide prevention. This has been a primary strategy in the school's prevention effort (Hooper, 1988) and this aspect of the school's prevention program should be maintained. But we have learned over time that this type of "one shot prevention effort" was unlikely to achieve lasting results.

A more recent approach was to "begin [the curriculum] at the kindergarten level, [and it] should carry through the twelfth grade, and deliver a consistent, increasingly comprehensive message with each succeeding grade" (Hooper, 1988, p. 21). This new approach included integrating "a prevention strategy into the daily life of the classroom or into the total school [and providing] the constancy and consistency in feedback necessary to promote attitude and behavior change" (Bernard, 1986, p. 4).

At the early stages of a K-12 prevention curriculum, you not only increase the student's awareness of drug knowledge, but you implement strategies to affirm and



reinforce a positive self concept and bolster self-esteem. According to Bradley (1988) successful prevention has a combination of affective attitudinal, and behavioral components in addition to the dissemination of accurate information. And having "identified early age of onset of substance use (before the age of fifteen) as a significant correlate to the development of alcohol/drug problems" (Bernard, 1986, p. 4) it was imperative that prevention efforts begin early. This may also help schools get more of a "positive peer ripple effect" (from student to student) as to "saying no" to drugs or other self-destructive behaviors-"if young children believe drugs are dangerous, they are more likely to try to stop their friends from using drugs" (Oetting and Beauvais, 1986, p. 21). Bradley (1988) reminded us that children who have had negative elementary school experiences are more likely to become involved with drugs and other dysfunctional lifestyles at a later time.

With the dissemination of accurate information as the primary goal of the prevention program, Grace (1989) advised that the program also offer students training in social resistance skills. Students can be taught not only that they should resist pressure to use alcohol and other drugs, but how to resist the pressure. Instructional strategies such as role playing, and assertiveness training are necessary for youth to build the skill they need when confronted with peer pressure to engage in unhealthy behaviors. And new school program innovations such as "Cooperative Learning" may prove to be an

ally for the school's prevention program. Grace (1989) reported the description of "Cooperative Learning" by Dr. Eric Schaps, Director of the Development Studies Center in Sun Ramon, California as an unique, comprehensive school-based program to promote children's social and moral development. Students worked in small groups to develop both academic and social skills and establish a sense of "community" in the classroom. This integrated approach to the social and educational development of students can be a key to preventing a variety of self-destructive behaviors, including substance abuse.

Bernard (1986) recommended that at all grade levels, in order for the curriculum to be effective it should be relevant and of interest to the audience (and include) the following attributes:

- \* ethnic/cultural sensitivity;
- \* appeal to youth's interest'
- \* emphasize short-term outcomes important to youth as well as long term effect;
- \* appropriate language and readability level;
- \* appealing graphics;
- \* address different modes of learning (auditory, visual, kinesthetic); and
- \* appropriate to age/developmental level.

Also, the model prevention program included these objectives:

- \* value and maintain sound personal health;
- \* respect laws and rules prohibiting drugs;
- \* resist pressure to use drugs;
- \* promote student activities that are drug-free and offer healthy avenues for student interest; and
- \* develop expertise in drug prevention through training-teachers and program coordinators should be knowledgeable about drugs, be personally committed to opposing drug use, and be skilled at eliciting participation

by students (Schools Without Drugs, 1986).

Thus it was imperative that a comprehensive curriculum component be the nucleus of the school's prevention effort, but one must also be aware that no single strategy, such as the implementation of a curriculum package, was likely to be successful if not reinforced by other efforts (Farquhar, 1988).

#### Locating Funding

If a school district wishes to expand its prevention program it will naturally mean increasing the funding support of this program. A school district can demonstrate its elevated emphasis on this program by allotting more funds to prevention strategies. Both the federal and state governments have recently "thrown money at" prevention efforts. Farquhar (1988) reported that state alcohol and drug agencies administered two hundred thirty million dollars for prevention and early intervention services in 1986. During 1987 eight federal agencies spent more than three hundred million dollars to support prevention activities. Thus possible funding may be available from both the Federal Government and the Illinois State Board of Education, as well as The Department of Alcoholism and Substance Abuse, local mental health agencies, and the local school and community groups and organizations. Greatly improving the funding for a prevention program will not necessarily be the key ingredient to improving that program. But developing some "pool of resource funds" is an important program component.

## Providing Healthful Drug-Free Activities in School and Outside

Traditionally, in an effort to keep the energy of our youth in a positive track, both school and society had provided a variety of activities to help them grow. Often time at school these are extra curricular activities. For more then the first half of this century this approach, for the most part, was effective in providing youth a sense of identity-going to the "dance or the game" gave them a chance to assemble, and the dancing or the sports activity was of itself enough to satisfy them. Then came the 1960s and young people "led the charge" of demonstrating via action such as the open use of illicit drugs at rock music concerts that the activity as such was not enough-one needed to experience an ever greater "mood altering high" by indulging in some type of chemical. Parallel to this was the onset of the "sexual revolution". Thus many of the traditional guidelines on what constituted "acceptable behavior" at a school or community gathering of young people were eroded during the 1960s and 70s. The effect of this change had its impact primarily at the college level during the 1960s, but during the 70s high school age youth were changing their expectations as to what constituted a "good time".

Cohen (1986) believed that extra curricular learning during the 1980s is and will remain the shaper of attitudes, goals, values, and ultimately conduct. The key could be the school reemphasizing that the "natural high" provided by the

activity was really more gratifying, both in the short term and the long term, than its "chemical counterpart". Even though a traditional expectation of our society was that "student athletes must serve as role models" (Bundy, 1986, p. 193) at many high schools the athletes are some of the worse drug abuse offenders. There was an era at Spoon River Valley High School where it appeared that most of the members of the boys varsity basketball team merely used the game as a place to rendezvous and plan "the party" after the game.

It is important the school continue to provide extra curricular activities which do "provide a positive recreational and group experience" (Richmond and Peeples, 1984, p. 113) for students, but the school must also be firm in its stance to not tolerate students abusing the intent of these experiences. Bernard (1988) noted that school experiences such as involvement in school activities, helped create a community environment within the school. And Bernard (1989) also stated that school activities could be a channel for a school's prevention philosophy which strives to create positive and caring environment that encourage our working and playing together in our schools as well as in our families, work places, and communities. This will have a role in determining how successful we will be in achieving the end goal of reducing alcohol and drug use by youth or the teen pregnancy rate. And the 1980s have seen the school try to find room in their now already very busy schedules for some non-traditional activities (leadership workshops or teen conferences) which focus on teen

issues-providing students both knowledge and skill for developing healthier life styles.

### Developing Life Skills

It was not enough (but not to imply that this was an easy job) for the schools to both disseminate more and better information on self-destructive behaviors, and to provide more and better supervised activity alternatives. The school should do more to help students "arm themselves" against the many temptations that our society offers, by offering additional training in life skills. Bradley (1988) advocated a prevention program which incorporated skills which address inter-and-intra personal skills. The program should provide continuous opportunities for positive experiences and accurate information. Students who develop a strong sense of self will be more able to make healthy decisions. Bernard (1989) stressed that traits like patience, persistence, initiative, flexibility, risk-taking, empathy, self-assurance and self-realization are personality characteristics which program activities should promote. The program should also promote an openness to life and new experience and a willingness to share with others.

The late 80s have produced some training programs which address these skills and characteristics. Bernard (1988) noted that Paula Englander-Golden bases her Say It Straight communication and assertiveness program on the assumption that deep inside every youth was a drive to be healthy, whole and connected. Thus, S.I.S. trainers created an empowering

environment that provided youth with the opportunity for self-development and human growth. Light (1989) related how the South Carolina Coping Skills Project (SCOPE), a training program for high risk youth, focused on teaching students behavior and anxiety management, as well as decision making, assertiveness, communication, and social skills. Participation in the program has resulted in decreased use of alcohol by students.

Both high school and junior high school students should be offered the chance to attend workshops or conferences which stress the development of life skills. At these training sessions, according to Dinkmeyer and Dinkmeyer (1984), students should learn that part of what motivates is a striving for significance within the group. And because they are most effectively influenced by the use of encouragement they should focus on developing their capacity for internal evaluation. Farquhar (1988) recommended workshop sessions which address student's low self-esteem or poor decision making skills. Students should learn how to make responsible choices. Richmond and Peebles (1984) stressed exercises in value clarification, problem solving, and self-concept development. Dinkmeyer and Dinkmeyer (1984) also emphasized that the training should develop desirable personality characteristics, including social interest (the ability to care about others), and the courage to be imperfect. Other life skill experiences which could be added to workshop agenda included sessions on communications skills, critical thinking, general assertiveness



training, low-risk choice-making, self-improvement, stress reduction, and developing the skill to analyze/evaluate media messages and advertising.

#### Developing Positive Peer Pressure

Peer pressure by one's age group was a powerful motivator toward "good or evil". And it appeared that peer pressure was having a significant negative impact on students at an earlier age. Part of this may be due to "Madison Avenue" influence-medical advertisements directed at a younger customer. But there are many other factors within our modern culture which gave even middle school students an impression that they are "growing up faster". So it is not a question of the peer group being a major influence on youth, it was how to direct this pressure toward influencing students to lead healthier lives.

With the proper program in place the school can make peer pressure its ally, rather than the "main opposition". Richmond and Pepples (1984) suggested the program focus on students' inability to identify with role models whose attitudes, values, and behavior are socially acceptable, and/or who demonstrate a lack of identification or investment in the family process. Peer selection was a skill which can be developed. Proponents of a peer cluster theory, according to Oetting and Beauvais (1986), contended that small, identifiable peer clusters determine where, when, and how drugs are used and that these clusters specifically help shape attitude and beliefs about drugs. These peer groups can be both formal (a school team) or



informal (the street gang). Light (1989) reported that the peer cluster theory described the development of the culture of peer groups in terms of the sharing of information and ideas among peers, and the development of the culture of peer groups in terms of the sharing peers, and the development of common attitudes and beliefs that led to specific behaviors within the peer group. One must seek ways to mediate the negative effects of peer pressure by forming peer clusters that reinforce positive ideas, attitudes, and behaviors.

A school's prevention plan has a chance to be more effective if it pursued a self-help approach. Riordan and Beggs (1987) noted that in 1981 there were approximately one half million self-help groups in the United States, with membership of more than fifteen million. These groups are voluntary, small groups structured for mutual aid and the accomplishment of a special purpose. They are usually formed by peers for mutual assistance in satisfying a common need and they emphasized face to face social interactions and the assumption of personal responsibility by members. Most self-help groups have a leadership that emerges rather than being designated. With few exceptions members, including the person who assumes leadership must be experiencing or have experienced in the past the stressful conditions that brought the group together. The mission of the group was information sharing and guidance. These groups can be used selectively as an adjunct to the therapeutic process or as an entire component to the mental health care delivery system. A recent development was parents forming self-help groups for combating drug abuse among youth.

Participation in "the group" can be a fulfilling experience. Some members become very committed to the group. There are some key characteristics of a well-functioning self-help group: one gets help by helping; the group's members take risk; the leadership is both shared and rotated; and group members actively participate. And in order for a "trainer from outside the group" to have a real impact on the group they should have the following attributes:

- \* credibility with audience
- \* well-prepared
- \* honesty
- \* communication skills
- \* comfortable with materials/audience
- \* supportive
- \* models appropriate behaviors/social skills and leads role rehearsals" (Bernard, 1986 p. 5).

For the program to develop "positive peer power" it should have as one of its objectives the inclusion of student leaders. The Youth Group Training Manual (Edgar, 1988) recommended that the youth support group recruit its student leadership from those who have shown skill in other areas, such as athletics and academics. Students will feel more comfortable participating in a group whose leadership they admire. Another avenue to locating "natural leaders" was to survey students.

These natural leaders/helpers can help their peers look at teen issues and help them develop a plan of action to address them. It was important the program gave students a chance to accent the positive aspects of their life and school, and improve the school climate. One product of the school's prevention program was a network of students which creates a

cohesive, involved, socially intergrated group. And a major program goal should be to created a greater sense of trust within the school.

#### The Support of the Family

To get ongoing support from the home for the school's prevention program may not be an easy task. One should be careful about thinking of the student's home in terms of what was traditional in the 1950s: a two parent family, with only the father working outside the home. Now, if it is a two parent home, usually both parents are working outside the home. And since 1970, the single headed family led by a female has grown more rapidly than any family household in America. Many of today's students are being raised by the grandparents. When the school attempted to enlist the help of the home and family it was often surprised and disappointed in what constituted a student's "support base".

Although most of the parents of students would be willing to admit the school has a problem with drug abuse and other self-destructive behaviors, once the school suggested that their son or daughter has a problem, the parents refused to accept the truth. If the schools surveyed students to determine those behaviors which the school's prevention program should deal with first, there was risk of a negative reaction by some grass roots parent organizations. But, usually parents are willing to help the school exercise prevention measures, although parents may need direction as to their role. Thus, the school's program should help "the family by working to

improve relationships, teaching parents about how their actions and words affect their children's drug use, and increasing parents' control over their children (Farquhar, 1988, p. 6). And Houghton (1988) recommended that the ideal implementation of a prevention plan would be via the "combined efforts and mutual cooperation of parents and educators who are willing to draw on the talents and perspectives of other segments of the community" (preface, *Organizing Parents*). During the late 1980s Elizabeth Houghton had some success in marshalling "adult peer support" as a new dimension of a community's prevention effort. Her "Parent Network plan was a long-term approach that sets in motion a structure designed to give parents some new parenting tools and to help them feel comfortable about cooperating and communicating with one another" (Houghton, 1988, p. 46). Also during the 1980s there had emerged throughout the nation such parent self-help groups as Tough Love and MADD who will support the school's prevention efforts.

#### Influencing the General School Environment and Emphasizing Preventive Guidance and Counseling

One of the main objectives of the school's prevention program was creating a more accepting and supportive environment on the school's campus. The program should work toward a "support system [where] kids have some feeling that someone knows and someone cares, and someone is going to notice if they do something they shouldn't do" (Hooper, 1988, p. 31). Often times high-risk students have their problems compounded by

forms of rejection which is part of a "process of labeling and stigmatizing which can have adverse social consequences, including those of the 'self-fulfilling prophecy' phenomenon" (Bernard, 1986, p. 3). Bernard (1988) also reported on Robert Feiner's research done on the development of a transectional ecological model of prevention. This model suggested that social problems such as substance abuse and teen pregnancy arise out of social environments. Rather than the prevention effort being part of "blaming the victim", it should work at changing the negative aspects of the social environment. This included providing necessary environmental resources and removing hazardous environmental conditions. The Feiner's School Transition Project, which has reduced the drop-out rate of project children, utilized interventions which "create a more supportive social environment and the students have more opportunities to develop nurturing relationships and friendships and a sense of belonging" (p. 6). If school personnel must intervene in the behavior of a student who has a problem with drug abuse or another type of self-destructive behavior, this should be a "caring confrontation". This "caring confrontation" should "team" school personnel with parents, physicians, church leaders, and other concerned adults.

The program's emphasis should always accent the positive. All students (not just the "good kids") should be encouraged to participate in program activities. The program should also offer students the chance to accept responsibility for some activities. Both participation and responsibility can lead

students toward positive behavioral outcomes. The program should offer students "activists" the opportunity to rise to leadership positions. And the school prevention program should be only one component of the school's campaign to promote success. Reducing class size, individualizing instruction, enriching the curriculum and legitimatizing and reinforcing a parent-teacher partnership in the student's learning should be part of this campaign.

It would seem only natural that the school's guidance counselor(s) would play a leadership role in the school's prevention program. Pupil Personnel Services (PPS) are designed for the purpose of promoting the academic, personal-social, and career development of all students. These services meet student needs via development, prevention, and remediation strategies. Preventative services would include short term counseling type interventions. A comprehensive PPS program was based on the assumption that each student is an unique individual deserving of respect and possessing potential for developing his/her talents, and the program was flexible enough to meet all of its students, common as well as unique achievement developmental needs (Maquett, 1987).

The functions of the school counselor are best carried out via a cooperative teaming approach that helped each student reach his/her potential. An effective counselor offered services which can become part of the school's prevention program:

- \* assisting students with problem-solving and decision-making and providing individual attention in a caring, non-evaluative, confidential environment
- \* applying skills that focus on developmental and preventive needs of students.
- \* developing a relationship that revolves around mutual trust and understanding

In the group counseling setting the counselor strives to create an atmosphere conducive to the realization of the goals which assist with the identity-seeking process; to develop increased self-acceptance and feeling of personal worth; to develop social skills and interpersonal abilities; to develop increased self-direction, problem-solving abilities, and decision-making skills; to develop sensitivity to the needs of others; and to help each member formulate specific individual goals. And one use of group guidance is discussing behaviors and feelings and problem-solving in small groups. There are also aspects of the school counselor serving as a consultant which lend themselves to establishing an effective prevention program:

- \* assisting staff in creating a positive climate for the growth and development of students
- \* coordinating referral activities with the pupil personnel service team
- \* conducting parent groups to develop parenting skills

The counselor may also use a peer counseling program to train students to help other students, utilizing the psychological growth potential of facilitative peer relationships. The counselor was often the appropriate professional both to



coordinate and serve as liaison between the school and community agencies. And public relations responsibilities could include sending periodic newsletters to parents and/or making periodic presentations regarding program efforts to the Board of Education and parent and community groups. Counselors insured professional renewal by updating their study and skill-development by both attending workshops, and by volunteering to share their expertise with students as workshop presenters (School Guidance, 1982, pp. 4-9).

Thus, the school counselor's role in the prevention program was a proactive one. Successes led to a broader based foundation of trust between the counselor and the students. Prevention program activities offered the guidance specialist the opportunity to teach communication and interpersonal problem solving skills, and this both makes the guidance specialist more visible, and increases the number of students who are reached effectively by guidance services (Shaw and Goodyear, 1984). The counselor's mission in the prevention program was synonymous with the goal of pupil personnel services, reaching the entire school population.

It was important also that school administrators support the program. They must be aware that program goals are broad and encompass more than just the substance abuse problem. A good prevention program could have a positive impact on test scores, disciplinary problems, and teacher burnout.

There should be program strategies which not only help identify and refer for treatment, but also help support



recovering chemically dependent students, or students in other types of recovery programs.

#### Activating Ongoing Community Support

The school's prevention efforts will be just another aspect of the community's program. It was imperative that the community actively support the school's program. As stated by one principal in the IHSA survey.

"Unless the community is willing to respond to the problem, nothing can be achieved. Each school and community needs to address its own problem" (Bundy, 1986, p. 193).

Because the problem is community-wide, the community must assume a role in intervention. Community members should be invited to join the school's prevention advisory team. This invitation was part "of laying groundwork, getting to know community leaders, and becoming known in the area [and this will pay off] in dividends of trust. A broad base of community support [contributes] to the viability of the program" (Richmond and Peeples, 1984, p. 113). Bernard (1989) contended that alcohol and drug abuse, along with other social problems, like teen pregnancy are interrelated and share common roots and these roots lie in the community. The responsibility for addressing these problems was that of the community as a whole. And Light (1989) suggested the formation of a cooperative partnership between the schools and the community to develop a sense of shared responsibility for drug education and prevention. Grace (1989) reported how Cheryl Watkins, creator and coordinator of the Phoenix Union High School District

Chemical Awareness Program, a state and national model, stressed that the success of her program is due in a large part to the involvement of community agencies, parents, and concerned individuals in the delivery of the program. As a result of networking with the community, the school's involvement was strengthened.

Thus, the school and community working together to form a prevention network should be a goal of the school's prevention plan. Houghton (1986) spoke of how "working to understand each other while working together, toward a specific objective (such as a network) can establish an atmosphere of cooperation, trust, and mutual empowerment—at least if open and honest communication is fostered and the right to individual opinions is genuinely respected" (pp. 8-9). This country has experienced a number of significant networking successes: neighborhood crime watches; Student Against Driving Drunk (SADD); and Mothers Against Driving Drunk (MADD); the spreading of awareness, support, and collective action around drug and alcohol use/abuse by the National Federation for Parents for Drug-Free Youth (NF); and support groups such as Alanon, Alateen, Parents Anonymous, Alcoholics Anonymous and Children of Alcoholics (Our Troubled Teens, 1987).

But the school should not expect to develop an enthusiastic, broad based community support network overnight. Rural communities especially, can present many geographic, financial, and social barriers; and this can be a painstaking slow procedure. The school's program should utilize first

those existing community resources and networks.

Cohen (1986) suggested that there will be harmony between the school and the community as they "network" their prevention effort, because they are both striving to help people avoid certain potential problems and states, including drug abuse, suicide, and unwanted pregnancy. And as to community effort having an effect on the problem of drug abuse, there are "two actions [which] have consistently shown positive results", raising the legal drinking age and increasing the price of cigarettes and alcohol" (Farquhar, 1986, p. 6).

#### Insuring a Broad Based Program

All of the aforementioned program activities are directed at establishing a broad based program. The program must target all students, not just the high risk ones. Main program goals included providing knowledge about drugs (and other self-destructive behaviors), improving self-esteem and developing skills for resisting peer pressure. The program offered instruction via both the school curriculum and alternative activities, and encompass parent involvement and community support. And the "comprehensive program was one that considered the total school system and the relationship between administration, staff, students, and parents" (Dinkmeyer and Dinkmeyer, 1984, p. 465). The community's health agencies are part of the school's prevention network. The program established links between the school and juvenile services, mental health and chemical dependency treatment agencies. This inter-agency communication provided the school

with information about students' use outside school and places to refer students for treatment, and eased the students' transition back to school after treatment. The school's prevention program must convert community resistance to support and enlist the help of its state and national "allies".

Bernard (1989) noted that school and community people working together can be an effective collaboration. Resources of both time and money can be pooled. The program was based on the combination of communicating, planning, problem-solving, decision-making, resolving conflicts, and laughing together, creating "a stimulating, growth-producing, creative experience that builds nurturing and supportive relationships among the participants" (p. 5). Participants must make a commitment of time, devoted to joint planning and consensual decision-making. Groups working together will strip away stereotypes. Program planners must be energetic, but energy will be created through participant interactions. There will be frequent, ongoing, and open meetings. The program should be recognized as part of the value system of the school. Program activists should be positive role models. All segments of the school, and especially the students, and the community had a chance in program development. The group process of developing and maintaining the program will promote the sharpening of group process skills. Being that program planners periodically join or leave the team, building a team was a continuing process. Each team member was judged to be capable and having something unique to offer. A sense of trust was developed within the

program by mutual development of objectives and responsibilities. Each person, and again, especially youth, get the opportunity to develop leadership and group vacilitation skills. Sharing the planning, decision-making, evaluation, and leadership created a sense of ownership, and this was a critical component of any change effort. Program success will be in direct relationship to the degree of commitment displayed by those involved. And there should be rewards in the forms of adequate funding and personal recognition.

There are certain public relations responsibilities as part of a prevention program, including developing contacts with the local media. This will insure that program highlights are broadcast to the public. Along with being both good public relation for the school and the prevention program, it will also help "break the monopoly the anti-health forces have in the media (e.g., alcohol industry) and provide pro-health messages" (Bernard, 1988, p. 7). Articles also should be submitted to the school newspaper, or a school newsletter could be developed, featuring articles on prevention activities.

#### Reviewing School Policy on Prevention

Traditionally, especially in the case of substance abuse, school policy had been directed at ensuring that the curriculum addressed the harmful effects, and offered more healthful alternatives; and provided student handbook guidelines on what types of punishment students would be assessed if they were

found guilty of substance use violations at school. Both of these school policy directives are still important today. The main function of the school was to offer students knowledge and skill. And part of the school's firm anti-drug position are "policies [that] clearly establish that drug use, possession, and sale on the school grounds, and at school functions will not tolerated" (Schools Without Drugs, 1986, p. 21). This provided the secure atmosphere necessary for a prevention program to "take root". The school's anti-drug policy should be "clear, firm, consistently and equitably enforced and carefully communicated" (Bernard, 1986, p. 6). Spero, Leowe, Walter, and Wilson (1989) listed the characteristics of effective prevention policies: "(a) co-exist with strong drug education program, (b) involve full community and student input in their development, (c) emphasize the school's role as well as the police in enforcing drug laws, (d) train staff for policy implementation, (e) apply policy to all school personnel as well as students, (f) include alternatives to punishment for drug related offenses and problems, (g) develop school pride and interest, (h) has a multicultural perspective and, (i) has strong administrative support " (p. 18).

## Chapter IV

### Descriptive Analysis

The author was interested in the opinion of high school principals or prevention program coordinators at high schools similar in size to Spoon River Valley High School as to the important components of a school prevention program. The Spoon River Valley High School enrollment is listed as 176 as part of the 1988-89 IHSA Class A and Class AA school enrollments list. The enrollments used on this list were reported to the Illinois State Board of Education Office on the Fall Housing Report on September, 1987. This list included an alphabetical listing of Illinois high schools.

To determine the size of those high schools to be surveyed the author used the 1989 School Report Card small high school enrollment figure of under 426. There are 369 high schools on the IHSA list with enrollment under 426. In order to get a random and representative sample of these small high schools the author decided to do a systematic sampling from this list. To obtain a sample of 50, the number (N) of small high schools, 369, was divided by the sample (n), 50. Because the division of 369 by 50 produced a dividend of seven the author decided to select every seventh case (school) to be a part of the survey. Survey forms were sent to 53 Illinois high schools.

Because the author was interested in a person's opinion or attitude a Likert type scale was selected for the survey form. The survey form contained both a favorable and an

unfavorable statement about each component of a school's prevention program. The subject was asked to indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each statement. There was a numerical value assigned to each response: strongly agree, 5; agree, 4; undecided, 3; disagree, 2; and, strongly disagree, 1. The individual's score on each component item was determined by summing the total of the responses to both the favorable and the unfavorable statement. The scoring process for unfavorable statements was reversed: strongly agree receiving 1; agree, 2; undecided, 3; disagree, 2; and strongly disagree, 1. The importance of component was determined by the sum of the individual's response to both the favorable and unfavorable items on that component, and by the totaled sums of individual responses to that item.

This author designed the survey questionnaire to investigate the opinion of other school officials as to the importance of the 17 school prevention program components emphasized in the background and related literature chapters of this study. These 17 components were investigated using the indicated questionnaire items, designed as favorable and unfavorable.



Prevention Program Components

questionnaire items  
(see Survey Form, Appendix)

	favorable	unfavorable
The school's prevention program coordinator is an active participant in program activities (e.g., organizer, speaker, workshop presenter).	# 1	#18
All students (at that grade, or grade level) have access to prevention activities.	#19	# 2
Teens should be included in the organizing and planning phase of a prevention activity (e.g., Teen Conference, Operation Snowball, etc).	# 3	#20
The school's prevention program coordinator should use an ongoing public relations program to establish and maintain a variety of components in the school's prevention effort.	#21	# 4
The school's prevention program fund (e.g., Drug Free Schools monies) should be a source for student tuition for attending prevention activities.	# 5	#22
An important first step in establishing a school prevention program is admitting that there is a problem.	#23	# 6
A school prevention program should better utilize curriculum components which address substance abuse, and other teen issues, including teen pregnancy and suicide.	# 7	#24
The school's prevention program must be provided adequate funding.	#26	# 8
Schools must do more to insure that school sponsored activities are drug-free.	# 9	#25

(table continues)

Prevention Program Components

questionnaire items  
(see Survey Form, Appendix)

favorable                      unfavorable

The school's prevention program should utilize the curriculum and other activities to develop students' life skills, including these traits: patience; persistence; initiative; flexibility; risk-taking; empathy; self-assurance; and self-realization.	#10	#27
The school's prevention program should emphasize developing positive peer pressure.	#28	#11
The school's prevention program must enlist the support of the family.	#12	#29
The result of an effective school prevention program will be a noticeable impact on the general school environment.	#30	#13
When the guidance counselor serves as the school's prevention program coordinator it improves the students' access to preventive guidance and counseling services.	#14	#31
The school's prevention program must activate ongoing community support.	#32	#15
The best school prevention program will be a broad based approach, offering a variety of components.	#16	#33
The school's prevention program should include periodic reviews of the school policy on prevention.	#34	#17

In January of 1990 this author was advised as to the plan for conducting this survey by Dr. John Perkins and Dr. Paul Overton. The questionnaire was approved by Mr. Ercil Little, superintendent of Spoon River Valley Schools, and then printed for mailing.

for mailing.

A copy of the questionnaire, accompanied by a letter of explanation, was mailed during the week of January 31, 1990 to the principal of each of the selected 53 high schools.

The information gained from this survey has been compiled, condensed, and in two cases presented in tabular form to enable quicker and easier interpretation.

#### Results of the Survey Questionnaire

This author numbered each high school which was selected in this random sampling by the school's respective alphabetical order of selection (every seventh case). This number was included on the survey questionnaire. This technique helped the author order the information by individual school (Table 1), and provided each participating school a summary of the survey results (Table 2). During late February of 1990 this author mailed a survey summary to the participating schools, as well as providing copies to several individuals who are a part of our school, county, and regional prevention network.

The survey questionnaire was sent to 53 small, downstate high schools and 36 schools responded, for a return percentage of 67.9. Because two items included as part of the questionnaire asked about the connection between the school guidance counselor, who serves as the school's prevention coordinator, and as a result, an improvement in the students' access to preventive guidance and counseling services, the school was asked to indicate if they employed a guidance

counselor full-time. Of the 36 schools which responded, 22 (61.1%) indicated they employed a guidance counselor full-time. Although the survey questionnaire was mailed to the principal at each of the 53 high schools, the accompanying letter allowed the principal to pass the questionnaire along to the school's prevention program coordinator. The person responding to the questionnaire was asked to best define their role: (a) school principal; (b) principal and school prevention program coordinator; (c) school prevention coordinator, or either, other school administrator, guidance counselor, a teacher of a subject area, or other. In the case of 25 of the 36 schools, or 60%, responding to the survey the person completing the questionnaire indicated principal as their role. In three cases the principal was also the prevention program coordinator. Other combinations included: prevention coordinator, media specialist, and SADD advisor; principal and superintendent; principal, superintendent, and counselor; prevention coordinator and home economics teacher; prevention coordinator and English teacher; counselor and prevention coordinator; and principal and guidance counselor. In one case the respondent indicated the role of guidance counselor.

Table 1 indicates the response of 36 schools which responded to the survey questionnaire. Each school responding was numbered. The school indicated whether they employed a guidance counselor full-time, and what was the role of the person responding to the questionnaire.

Table 1 indicates how each school responded to both the favorable and unfavorable items on each of the 17 prevention components. If a school, for example, responded to the favorable questionnaire item on "an active coordinator" (#1) with strongly agree (SA), that item received a score of 5. If the school responded to the unfavorable item on "an active" (#18) with a strongly disagree (SD), that item received a score of 5. The "active coordinator" component score for that school is the highest possible score of 5/5, or 10. If the responses from a school on the favorable and unfavorable items addressing a component were in conflict (e.g., strongly agree on the favorable item and strongly disagree on the unfavorable item, the resulting score was 5/1, or 6), then it reduced the sum of the scores. Also a response of undecided (U) to either or both of the favorable and/or unfavorable items had a neutralizing effect on the sum.

Table 1

Responses To The Survey Questionnaire by Individual Schools

Responding schools numbered	33	41	45	38	37	12	15	36	35	49	42	29	5	23	4	43	30	10	50	11	20	3	6	21	28	9	8	51	17	7	16	2	34	18	1	48
guidance counselor full-time	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	n o s	n o s	n o s	n o s	n o s	n o s	n o s	n o s	n o s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	y e s	
completing the survey*	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a	a a a
active coord.	2/3	5/5	4/3	4/4	4/3	5/5	4/4	3/2	4/4	4/4	5/4	5/5	5/5	4/2	4/4	2/4	4/3	4/5	4/2	4/4	4/4	4/4	4/3	4/4	4/4	1/3	3/4	4/4	4/4	3/4	5/3	4/3	5/4	4/4	5/4	
all student access	5/4	5/5	4/4	5/4	5/4	4/5	5/5	5/4	5/4	4/2	4/4	4/4	4/4	5/5	4/4	4/3	5/4	5/3	5/4	5/4	5/5	4/4	5/3	4/4	4/4	5/3	4/4	4/5	4/4	4/5	5/4	5/4	3/3	4/4	2/5	
teen planners	5/4	5/5	4/4	4/4	5/4	5/5	5/4	4/4	4/4	4/4	4/4	5/5	4/4	5/5	4/4	4/4	4/4	4/5	4/4	5/4	5/4	4/4	4/4	5/5	5/4	5/4	5/2	5/5	4/5	5/5	4/5	5/5	4/4	4/4	5/4	
PR	4/4	5/5	3/4	4/4	5/4	5/5	5/5	4/4	5/5	4/4	5/4	5/4	5/4	5/5	4/4	5/4	4/4	4/4	5/4	5/4	5/4	4/4	4/4	4/4	5/3	5/5	5/4	4/4	4/4	4/4	4/4	5/4	4/4	4/4	4/4	
paid tuition	4/4	5/5	4/4	4/3	4/4	5/4	4/3	4/4	4/3	2/4	4/4	4/3	4/3	4/5	4/4	4/4	3/3	4/4	4/4	5/4	5/4	4/4	4/4	3/3	4/4	4/3	5/4	4/4	5/4	4/4	4/4	4/3	4/4	2/3	4/4	5/5
admit problem	5/4	5/5	3/4	5/5	4/4	5/5	4/5	5/4	5/4	4/4	5/4	4/4	4/4	5/2	4/4	4/4	4/4	5/5	4/4	5/4	5/2	4/4	5/5	4/4	5/3	4/3	5/5	5/5	3/4	4/3	5/4	4/4	5/4	3/5	4/5	1/5
utilize curriculum	4/3	5/5	3/3	4/4	4/4	5/5	5/2	4/4	4/4	4/2	4/4	4/5	4/4	4/2	4/3	4/4	3/3	4/3	4/3	4/2	5/4	4/4	5/4	3/2	4/4	4/3	4/4	4/4	4/3	4/4	4/5	4/3	4/4	4/2	4/4	5/3
funding	4/4	2/5	4/4	4/4	4/4	5/5	4/5	4/4	5/4	4/2	4/4	4/4	5/4	4/5	2/3	3/4	3/4	5/3	4/5	4/5	4/5	3/4	4/4	4/5	4/4	1/3	5/4	4/4	4/4	5/5	4/4	4/5	3/4	4/4	4/4	4/5



Table 1 (continued)

Responses to The Survey Questionnaire by Individual Schools

Responding Schools Numbered	33	41	45	38	37	12	15	36	35	49	42	29	5	23	4	43	10	50	11	20	3	6	21	28	9	8	51	17	7	16	2	34	18	1	48			
activities drug-free	3/4	5/5	4/2	4/4	3/3	5/2	4/1	4/4	5/4	5/2	4/4	4/4	2/2	3/2	4/4	2/2	4/3	4/3	5/1	4/4	3/3	4/4	5/2	4/4	5/3	5/2	3/2	5/4	4/2	5/2	4/5	4/2	5/1	5/4	4/3	5/4		
life skills	5/5	5/5	3/3	5/4	4/2	5/3	4/5	4/3	5/4	4/3	4/3	4/3	4/2	4/4	4/4	4/4	4/3	2/2	4/5	4/4	4/2	4/4	4/4	4/4	5/3	5/4	5/4	5/4	4/4	4/3	4/4	4/4	5/4	4/3	5/4	4/5		
peer influence	4/4	2/5	2/4	3/4	3/4	2/5	2/4	2/5	1/5	3/5	3/4	2/5	2/5	4/4	2/3	3/4	2/4	5/4	1/4	2/3	2/5	3/4	2/4	3/4	2/3	4/5	2/5	4/4	2/3	2/4	3/3	2/4	2/4	2/4	3/3	2/3		
family support	4/4	2/5	2/4	3/4	3/4	2/5	2/4	2/5	1/5	3/5	3/4	2/5	2/5	4/4	2/3	3/4	2/4	5/4	1/4	2/3	2/5	3/4	2/4	3/4	2/3	4/5	2/5	4/4	2/3	2/4	3/3	2/4	2/4	2/4	3/3	2/3		
school environment	4/3	5/5	4/4	5/4	4/4	5/5	5/5	4/4	2/5	3/3	4/4	4/4	4/2	4/4	4/4	4/4	3/4	4/3	5/4	4/4	4/4	4/3	4/4	4/5	4/4	5/3	3/3	5/5	4/4	4/5	4/4	4/5	4/4	5/4	4/2	4/4	4/5	
preventive guidance	3/3	4/2	3/3	2/2	3/3	2/1	4/3	4/4	4/3	3/4	4/3	4/5	3/4	4/4	4/1	3/4	2/4	3/3	4/4	3/4	4/2	4/4	4/4	2/2	4/3	3/4	4/2	3/1	4/4	3/3	3/2	3/4	4/3	3/4	3/3	3/5		
community spirit	4/4	5/5	4/4	5/4	4/4	5/5	5/4	5/4	4/4	4/4	4/4	5/4	4/4	3/4	4/4	4/4	2/2	5/5	4/4	5/4	4/4	5/4	4/4	4/4	4/3	5/4	4/4	5/4	4/4	4/4	4/4	5/4	2/2	5/5	4/4	4/4	5/5	
broad based program	5/4	5/5	4/4	5/4	4/4	5/5	5/3	4/4	4/4	4/4	4/4	4/5	4/4	4/4	4/4	4/3	4/2	3/5	5/2	3/4	4/2	4/4	4/4	4/4	4/4	3/3	5/4	2/2	5/5	4/4	4/5	5/4	4/4	4/4	4/3	4/2	4/3	5/4
policy review	4/4	2/5	4/4	4/4	2/4	5/3	3/4	4/4	5/4	4/4	3/4	5/4	4/4	3/4	4/4	3/4	2/4	4/4	2/4	2/4	4/4	4/4	3/4	3/4	3/3	2/4	5/5	4/5	3/4	3/4	4/5	3/4	3/4	3/4	4/4	2/5		

\* (a) school principal (b) principal and school prevention program coordinator (c) school prevention coordinator, or either, other school administrator, guidance counselor, a teacher of a subject area, or other.

Table 2 indicates how each of the 17 prevention program components ranked in an order of importance, according to the totaled sums of the individual school's responses to the favorable and unfavorable items on each component. Also the sums of the component scores from the 36 survey forms were used to derive a "degree of importance" (DOI) score for each component. A "perfect total score" for a component would have been 360; thus, this DOI figure is the dividend of the total score divided by 36.

Table 2

Order of Importance of Prevention Program Components

<u>Order of Importance</u>	<u>Component</u>	<u>Total Score</u>	<u>DOI</u>
1	teens included in the planning	312	8.67
2	public relations is important	307	8.53
3	first the school must admit the problem	305	8.47
4	all students have access to activities	303	8.42
5	have ongoing community support	297	8.25
6	will have an impact on school environment	296	8.22
7	program is provided adequate funding	287	7.97
8	develop student's life skills	285	7.92
9	program takes a broad, based approach	284	7.89
10	prevention program fund pays student tuition	279	7.75

(table continues)



Table 2Order of Importance of Prevention Program Components

<u>Order of Importance</u>	<u>Component</u>	<u>Total Score</u>	<u>DOI</u>
11	job done by curriculum in addressing teen issues (e.g., substance abuse)	273	7.58
12	the prevention coordinator is active	273	7.58
13	school policy on prevention should be reviewed	269	7.47
14	program must enlist family support	266	7.39
15	the schools should do more to ensure that activities are drug-free	254	7.06
16	program emphasizes developing positive peer pressure	237	6.58
17	when the guidance counselor serves as the prevention program coordinator it improves the students' access to preventive guidance and counseling services	234	6.50

Survey Summary

Although this survey was limited by the size of the sample, the percentage of return, and the design of the questionnaire, this author believes that the results can be used to draw some conclusions. This author was pleased that all the prevention program components listed as part of the questionnaire received a "positive rating", with DOI scores above 6.

Those components whose DOI scores ranked them in the top five in Table 2 may suggest the following:

including teens in the planning of prevention activities insures the development of ownership of the activities by the teens and thus, helps promote participation by their peers;

establishing and maintaining public relations is a must for developing a lasting school prevention program;

admitting that the school must do more to help teens address issues such as substance abuse, teen pregnancy, and suicide prevention is an important first step in a prevention program;

ensuring that all students have access to program activities is a must in program design; and

ongoing community support helps identify prevention as a community project.

Table 2 offered other suggestions for developing an effective school prevention program. Prevention program activities have the potential of having a positive impact on the school environment. The school prevention program deserves adequate funding and a portion of that money should be invested in paying student tuition to activities. The school should expect to do more with its curriculum in addressing teen issues, as well as, helping students develop life skills. The fact that this survey included 17 components of a school prevention program, and each received a positive DOI rating (above 6), seems to indicate the need for a broad, based program.

Tables 1 and 2 may suggest why certain components received lower DOI scores. It may have been questioned if the person serving in the additional role as the school prevention program coordinator could find the time to be an "active coordinator". Some of those who responded to the survey may

have felt that their school's prevention policy was adequate. It seemed that those who responded to the survey had a mixed reaction to enlisting the family's support. There seemed to be a mixed reaction also to whether the school should do more to insure that activities are drug-free--this may have been due to their opinion of how well their school was doing in this effort.

In this author's opinion the "program emphasizing developing positive peer pressure" received a low DOI ranking due in part to the respondents wanting to "have the best" from both the favorable and unfavorable items on this component--the program should concentrate on eliminating the negative peer influence on campus (questionnaire item 11), and the program should emphasize developing positive peer pressure (questionnaire item 28). This author's opinion was that one must focus most of the program's energy in one direction or the other, and if done properly, one can help reduce the negative influence by emphasizing the positive influence.

Although, in this author's opinion, the combined role of guidance counselor and prevention program coordinator seemed to have merit, to a degree this author was not surprised that this component ranked last. This ranking may have been reflected in part in that only 61.1% of those schools who responded to the survey employed a guidance counselor full-time.

## Chapter V

## A Prevention Program Model For 1990/91

Conclusions and Recommendations

There have been a variety of components of a school prevention program evolve at Spoon River Valley Schools, and within the Fulton County prevention network, during the late 1980s. In an effort to make this prevention program as effective as possible, the following program components deserve to be continued:

- \* The commitment to prevention by Spoon River Valley Schools should be demonstrated in a variety of types of support.
- \* The school district should expect the prevention program coordinator to be an active leader in school and county activities, and support this effort via released time and travel reimbursement.
- \* The county prevention network which includes the county schools, the Office of the Education Service Region, InTouch, the health and mental departments, law enforcement agencies, community churches, and other community groups and agencies (many of whom are represented as part of the Fulton County Prevention Coalition and/or the Fulton County Network Board) should be maintained.
- \* This author would access the level of funding to support prevention programs and activities at Spoon River Valley Schools and in Fulton County to be adequate and should be maintained. A portion of these funds should continue to be focused on curriculum innovations which address substance abuse, teen pregnancy, suicide prevention, and other self-destructive behaviors. Also a portion of this funding should continue to be channeled into tuition scholarships for teens to attend prevention activities including Leadership and Teen Conferences, Operation Snowballs, and the Illinois Teenage Institute. This author was especially pleased that the Fulton County Regional Superintendent's office will establish a position of County Schools' Prevention Coordinator for the 1990-91 school

term. This creation of a full-time position as county coordinator demonstrated an availability of funds and a commitment by the county schools to do more in the spirit of cooperation.

- \* The D.A.R.E. program should be maintained as part of the prevention program for sixth grade students at all county schools.
- \* The D.E.C.I.D.E. drug education curriculum should be retained as part of the prevention program at all county schools, in grades 1 through 6 and at the junior high school and high school levels. School principals at these respective levels should encourage their staff members whose job it is to teach D.E.C.I.D.E. to become comfortable with using this curriculum and its auxiliary audio-visual aides, and thus, work toward the maximum effectiveness of this program.
- \* Both the Fulton County Junior High School Leadership Conference and the Teen Conference for high school students should be retained as annual prevention activities. All aspects of the county prevention network should play a role in supporting these activities. School administrators should take an active role in encouraging maximum participation in these conferences.
- \* The recruitment of students from Spoon River Valley High School and the other Fulton County high schools for the Illinois Teenage Institute in July should be an annual event. These students become the heart of teen involvement in and commitment to prevention in the county school and within the county network.
- \* Operation Snowball activities deserve ongoing support, especially our two local chapters: Farmington High School and Spoon River Country. Support from the county high schools and the other aspects of the county prevention network should manifest itself in the recruitment of students, tuition scholarships, and in helping to organize and staff these activities.
- \* Spoon River Valley High School, through the efforts of its prevention program coordinator, should strive to maintain and expand the membership in Valley High School Peer Support.

These students have demonstrated at least a degree of interest in the elevation of their awareness on prevention issues. The number of members must continue to "ripple out" due to the replacement of those members lost to graduation annually, and those members who aspire to be teen leaders must be encouraged and offered opportunities to lead.

- \* Spoon River Valley Jr./Sr. High School should increase the number of students and their parents who sign SADD contracts and thus, maintain its membership of more than a 100 in its Students Against Driving Drunk chapter.
- \* The administration and staff at Spoon River Valley Schools should continue their effort to ensure that the school campus and all activities are drug-free.
- \* Review the school's prevention policy annually. Policy may need to move from a strictly punitive perspective to one that is more health oriented. This author was again especially pleased with the response at Spoon River Valley High School to the August, 1990 workshop on implementing a Student Assistance Program at county schools, arranged by The Fulton County Office of Educational Service region. The early response at Spoon River Valley School indicated that our school will send more than one teacher to learn prevention techniques on signs and symptoms, interventions, referral, and aftercare. In this author's opinion this would eventually not only affect prevention policy at Spoon River Valley Schools, but also put more teachers on the "front line" of prevention at our school and at other schools in Fulton County.
- \* Prevention activities at county schools and within the prevention network should emphasize the chance for teens to assume ownership of the county's prevention efforts by keeping activities directed at all students, and by allowing teens to assume leadership roles.
- \* The prevention program at Spoon River Valley Schools and in Fulton County should be a broad based approach, so that young people encounter prevention strategies at every "twist and turn" of their lives.

- \* Spoon River Valley Schools should work with community health care providers in providing an aftercare phase of treatment, whether the problem be substance abuse, teen pregnancy, attempted suicide, or some other self-destructive behavior.
- \* The student council at Spoon River Valley High School should be utilized by the school prevention program coordinator as a resource group for possible help with prevention projects.
- \* Spoon River Valley Schools, other schools in Fulton County, and the Fulton County prevention network should seek ways of encouraging more school personnel and parents to take a more active role in prevention. Spoon River Valley Schools should maintain the InTouch Action Plan Team, including representation from the school's administration and staff, parents, the student body, and the school Board.
- \* A key ingredient of establishing and maintaining a school prevention program is an ongoing program of public relations. Periodic newsletters, featuring program highlights should have a wide distribution. The school prevention program coordinator and Peer Support members should serve as resource speakers on prevention activities at school and community meetings.
- \* Both prevention program and guidance program objectives should be consistent at Spoon River Valley Schools, helping students to: develop a positive attitude; elevate self-esteem; develop students/staff rapport; promote individualism and acceptance; and take a proactive, rather than a reactive approach to learning and life.
- \* Admit that there is and will always continue to be a degree of a problem of substance abuse and other self-destructive behaviors among our youth in our schools and in our communities.
- \* Spoon River Valley Schools should provide a variety of drug-free activities.
- \* All departments at Spoon River Valley Schools should help students with life skills, including: patience; persistence; initiative; flexibility; risk-taking; empathy; self-assurance, and self-realization. Prevention philosophy should be infused throughout the curriculum.



- \* One product of the prevention program at Spoon River Valley Schools should be the development of "positive peer models" within the student body.
- \* Although family structure has been greatly altered since the 1950s, the school should enlist its support as part of the prevention program.
- \* The school prevention program should have a positive impact on the general school environment.
- \* Prevention at Spoon River Valley Schools in Fulton County should be recognized as a community effort and thus, all aspects of the community should contribute to its success.



## Works Cited

- Ary, Donald, Jacobs, Lucy Cheser, and Razavich, Asghar (1972). Introduction Research in Education. New York: Holt, Rinehart and Winston, Inc.
- Bernard, Bonnie. (1986). Characteristics of effective prevention programs. Focus IADDA, pp. 3-7.
- Bernard, Bonnie. (1988, July). Visions into reality: Themes of successful prevention programs. Prevention Forum, pp. 6-8.
- Bernard, Bonnie. (1989, October). Working Together: Principals of effective collaboration. Prevention Forum, pp. 4-7.
- Bradley, Dianne F. (1988). Alcohol and drug education in the elementary school. Elementary School Guidance & Counseling. 23, 99-105. Rpt. in Chronicle Guidance, Moravia, NY, 1989.
- Bundy, Olam. Should IHSA be involved in drug/chemical proram? Illinois Interscholastic, pp. 192-193.
- Cohen, Sidney. (1986). Discussion of peer cluster theory: Drugs and the adolescent. Journal of Counseling and Development, 65, 25.
- Conyne, Robert K. (1983). Two critical issues in primary prevention: What is and how to do it. The Personnel and Guidance Journal, 61, 333.

- Dinkmeyer, Don, Jr. & Don Dinkmeyer, Sr. (1984). School counselors as consultants in primary prevention programs. The Personnel and Guidance Journal, 62, 464-466.
- Drug prevention curricula: A guide to selection and implementation. (1988). Washington, D C: U.S. Department of Education Office of Educational Research and Improvement.
- Drury, Susanne S. (1984). Counseling Survival in the 1980's. The School Counselor, 1, Rpt. in Chronicle Guidance, Moravia, NY, 1985.
- Farquhar, Elizabeth. (1988, March). Comprehensive programs hold promises for drug prevention efforts. The Challenge, pp. 5-6.
- Frisz, Ruth H. (1986). Peer counseling: Establishing a network in training and supervision. Journal of Counseling and Development, 64. 457-459.
- Grace, Linda. (1989, July). Illinois spotlight: The 5th annual DASA research conference on prevention. Prevention Forum, p. 5
- Hopper, Susan. (1988). Alcohol and drugs in the public schools: Implications for school leaders. Alexandria, VA: National School Board Association.
- Houghton, Elizabeth W. (1986). Organizing parents into an effective prevention network. Deerfield: Informed Networks, Inc.

- Light, Kim (1989, May/June). Drug-free schools conference highlights state, local programs. The Challenge, p. 3.
- Magett, Dorothy L. (1987). Pupil personnel services, Illinois State Board of Education memorandum, Dec. 9, 1987, 4-5.
- Moler, Donald L. (1989). My years as a professional counselor. IACD Quarterly. No. 114, 14.
- Ostrower, Emily Garfield. (1987). A counseling approach to alcohol education in middle schools, Rtp. in Chronicle Guidance. Moravia, NY.
- Our Troubled Teens. (1987). Rockville, MD: American Council for Drug Education.
- Peele, Stanton. (1986). The cure for adolescent drug abuse: Worse than the problem? Journal of Counseling and Development, 65, 23-24.
- Richmond, Jayne & Deborah Peeples. (1984). Rural drug abuse Prevention: A structured program for middle schools. Journal of Counseling and Development, 63, 113-114.
- Riordan, Richard J. & Marilyn S. Beggs. (1987). Counselors and self-help groups. Journal of Counseling and Development, 65, 427-429.
- School guidance and counseling in Illinois. (1982). Springfield, IL: Department of Specialized Educational Services.
- Shaw, Merville C. & Rodney K. Goodyear. (1984). Prologue to primary prevention in schools. The Personnel and Guidance Journal, 62, 446-447.

Spero, Ellen, Peter E. Leone, Mary E. Walter, & Ed Wilson,  
(1989, Spring). Substance abuse, school policy and  
special education. Counterpoint Illinois, p. 18.

What works: Schools without drugs. (1986). Washington, D C:  
U.S. Department of Education.

Youth group training manual: How to establish anti-DUI/drug  
program chapters. (1988). Springfield, IL: Office of  
the Secretary of State.

Appendix 1  
Program Chronology

## Program Chronology

The following program chronology indicates how the prevention program activity, starting the spring of 1984, through the spring of 1990, have emphasized these six components: an active coordinator; all students have access; student organizers; teen leaders; public relations; and available funding.

1984

April - Follow-up counseling sessions for those ten junior high school students who were suspended for taking pills on campus.

1985

March - Seven Spoon River Valley High School students attended the Operation Snowball at Farmington High School.

April - Thank you letters and presentations done for Operation Snowball sponsors.

December - The Spoon River Valley High School Student Council sponsored a SADD chapter.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

	x					
		x			x	x
	x		x		x	
	x	x		x		x

1985

December - SADD recruitment meetings held for both high school and junior high school students.

1986

January - SADD presentations done at two school assemblies.

February - SADD presentation done at a Board of Education meeting.

March - Eight Spoon River Valley High School students attended the Operation Snowball at Yates City High School.

April - Thank you letters and presentation done for Operation Snowball sponsors.

May - The Coordinator and two Spoon River Valley High School students attended InTouch meeting at Cuba High School.

July - Two Spoon River Valley High School students attended ITI.

August - School administrators met with InTouch coordinator to design the Action Plan Team.

Members of the Action Plan Team were recruited.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

x	x	x	x	x	
x	x		x		
x				x	
	x			x	x
x		x			
x	x		x	x	x
x					
x				x	

1986

August - Spoon River Valley High School and Lifeway were allies in the aftercare program for four students.

September - The school prevention coordinator and four Spoon River Valley High School students attended a planning session for the Fall Student Prevention Conference at Cuba High School.

The Action Plan Team attended the InTouch Alcohol and Drug Seminar in Peoria.

The SADD chapter held its first meeting.

October - The school prevention coordinator and four Spoon River Valley High School students attended another planning session for the Fall Student Prevention Conference.

The school prevention coordinator and twenty Spoon River Valley High School students attended the Fall Student Prevention Conference.

November - The concept of a Spoon River Valley High School Peer Support group was introduced at the second SADD chapter meeting.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

x						
x		x			x	
x		x	x		x	x
x	x	x	x			
x		x				
x	x	x	x		x	x
x	x	x	x			



1986

November - Two Spoon River Valley High students were teen staff members at Operation Snowball at Yates City High School and three other Spoon River Valley High School students also attended.

The school prevention coordinator and Peer Support students and Action Plan Team members helped with a program on substance abuse for the Fairview Huskies 4-H group at Spoon River Valley Elementary School.

One Spoon River Valley High School student was a teen staff member and three other students attended the Jacksonville Operation Snowball.

The school prevention coordinator attended an InTouch meeting at Cuba High School, making plans for Teen Week in Fulton County.

December - The school prevention coordinator and two students representing the High School and Junior High School SADD membership presented the SADD Charter to Principal Whitsitt at an evening basketball game.

The school prevention coordinator and some high school students contributed articles to both the school's quarterly newsletter and the Fulton County Health Department's "Upper Class" newsletter.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

		x	x		
x			x	x	
	x	x		x	
x					
				x	x
x				x	x

1986

December - The Valley Action Plan Team meets, having been informed that our four hundred dollar grant proposal had been approved, and started planning the Operation Snowball.

The Teen Event Advisory Committee met again to plan Teen Week and the Teen Conference.

A program of periodic Peer Support newsletters, written by the school prevention coordinator, featuring prevention highlights was commenced. Distribution included all tuition scholarship sponsors, members of the School Board and teaching staff and administration, and Peer Support members.

Action Plan Team member, Pat Howd, did a synopsis of prevention activities at the December School Board meeting.

1987

January - The Action Plan Team met again to plan the Operation Snowball.

Another Peer Support newsletter was produced.

The school prevention coordinator attended another Teen Event Advisory Committee meeting.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

x	x	x	x	x	x
x	x	x			x
x				x	
x				x	
x	x	x			
x					x

1987

January - A Peer Support member did an article for the January "Upper Class" newsletter. Peer Support members, "VHS Students A and B", presented Principal Whitsitt a Certificate of Appreciation from the Illinois Alcoholism and Drug Dependence Association for the school's role in helping these girls attend ITI at an evening basketball game.

February - Peer Support submitted a proposal for conducting a workshop at the Teen Conference.

Meeting held during the high school lunch periods to plan the workshop.

The school prevention coordinator and students attended another Teen Event Advisory Committee meeting.

Plans are initiated to recruit students to attend the Teen Conference.

The school prevention coordinator and some students attended the final planning session for the Teen Conference.

The school prevention coordinator asked for school and community support for the Operation Snowball.

March - The school prevention coordinator and some students attended the final planning session for the Teen Conference.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
January - A Peer Support member did an article for the January "Upper Class" newsletter. Peer Support members, "VHS Students A and B", presented Principal Whitsitt a Certificate of Appreciation from the Illinois Alcoholism and Drug Dependence Association for the school's role in helping these girls attend ITI at an evening basketball game.	x			x	x	
February - Peer Support submitted a proposal for conducting a workshop at the Teen Conference.	x		x	x		
Meeting held during the high school lunch periods to plan the workshop.	x		x	x		
The school prevention coordinator and students attended another Teen Event Advisory Committee meeting.	x		x	x		
Plans are initiated to recruit students to attend the Teen Conference.	x	x	x	x		
The school prevention coordinator and some students attended the final planning session for the Teen Conference.	x		x	x		x
The school prevention coordinator asked for school and community support for the Operation Snowball.	x				x	
March - The school prevention coordinator and some students attended the final planning session for the Teen Conference.	x		x	x		x

1987

March - Spoon River Valley High School hosted an Operation Snowball, attended by 30 Valley students, 40 students from 12 other area high schools, and 12 adult advisors. All Spoon River Valley High School students attended tuition free and there was eleven hundred dollars of donated money left in the Peer Support Treasury.

The school prevention coordinator wrote a letter to the editor of both the Peoria Journal Star and the Galesburg Register Mail in appreciation of the school and community support for the Operation Snowball.

The school prevention coordinator and the Spoon River Valley High School Operation Snowball participants organized an assembly program for all junior and senior high school students, teachers, and a few parents.

The school prevention coordinator and 25 Spoon River Valley high School students attended Teen Conference. They were part of the 150 teens who attend the eight Fulton County high schools. The prevention coordinator led "warm-up and wrap-up" exercises, demonstrating some techniques for making new friends. Spoon River Valley High School Peer Support students facilitated a workshop on creating a supportive and accepting school atmosphere.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
March - Spoon River Valley High School hosted an Operation Snowball, attended by 30 Valley students, 40 students from 12 other area high schools, and 12 adult advisors. All Spoon River Valley High School students attended tuition free and there was eleven hundred dollars of donated money left in the Peer Support Treasury.	x	x	x	x	x	x
The school prevention coordinator wrote a letter to the editor of both the Peoria Journal Star and the Galesburg Register Mail in appreciation of the school and community support for the Operation Snowball.	x				x	
The school prevention coordinator and the Spoon River Valley High School Operation Snowball participants organized an assembly program for all junior and senior high school students, teachers, and a few parents.	x	x	x	x	x	
The school prevention coordinator and 25 Spoon River Valley high School students attended Teen Conference. They were part of the 150 teens who attend the eight Fulton County high schools. The prevention coordinator led "warm-up and wrap-up" exercises, demonstrating some techniques for making new friends. Spoon River Valley High School Peer Support students facilitated a workshop on creating a supportive and accepting school atmosphere.	x	x	x	x		x

1987

March - The school prevention coordinator compiled a "result sheet" from the results of the "school atmosphere" workshop, sending copies to the principals and student council presidents at the other seven county high schools.

The Canton Daily Ledger published an article on the Teen Conference 1987 featuring the Spoon River Valley High School Peer Support workshop presenters.

The school prevention coordinator and Peer Support Teen Conference participants did an article for the "Upper Class" Newsletter.

April - Peer Support members who had attended the Valley Operation Snowball and/or the Teen Conference did a "pay-back presentation" for the school and community sponsors at the Boosters Club meeting.

The Boosters Club joined with the Action Plan Team to share the cost of "Just Say No" t-shirts for the junior high school boys and girls track team.

June - The school prevention coordinator produced a balance sheet of the 1986-87 Peer Support receipts and expenditures.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

	x		x	x	x	x
				x	x	
	x	x	x	x		
	x	x	x	x		
	x			x		
	x				x	x

1987

July - Peer Support sent four students to ITI on full tuition scholarships.

August - The InTouch Action Plan Team met, having increased the team size to eleven, adding another parent, teacher, and 4 more students. Plan objectives for 1987-88 included: Continuing to use the SADD curriculum in the driver education and health classes; working with the principal of the Spoon River Valley Elementary School in planning prevention programs for that building; working with the ESR office on the Drug-Free Schools Curriculum project; seeking tuition sponsors for Spoon River Valley High School students attending prevention activities; getting parents and the community more involved in prevention projects; developing a better working relationship with the Fulton County Community Mental Health Center; improving school policy on prevention efforts; continuing to expand SADD membership; establishing Peer Support as an entity; encouraging ITI attendance; and increasing the number of members on the Action Plan Team.

The school prevention coordinator worked with Bob Gilroy, the Lifeway hospital/school liaison, doing periodic checks on the two "Lifeway graduates" who are still at Spoon River Valley High School.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
July - Peer Support sent four students to ITI on full tuition scholarships.	x	x		x		x
August - The InTouch Action Plan Team met, having increased the team size to eleven, adding another parent, teacher, and 4 more students. Plan objectives for 1987-88 included: Continuing to use the SADD curriculum in the driver education and health classes; working with the principal of the Spoon River Valley Elementary School in planning prevention programs for that building; working with the ESR office on the Drug-Free Schools Curriculum project; seeking tuition sponsors for Spoon River Valley High School students attending prevention activities; getting parents and the community more involved in prevention projects; developing a better working relationship with the Fulton County Community Mental Health Center; improving school policy on prevention efforts; continuing to expand SADD membership; establishing Peer Support as an entity; encouraging ITI attendance; and increasing the number of members on the Action Plan Team.	x	x	x	x	x	x
The school prevention coordinator worked with Bob Gilroy, the Lifeway hospital/school liaison, doing periodic checks on the two "Lifeway graduates" who are still at Spoon River Valley High School.	x					

1987

September - The school prevention coordinator attended a luncheon at Pekin Memorial Hospital and learned more about the Lifeway Chemical Dependency Program. Bob Gilroy was one of the presenters.

Mrs. Grgurich, Spoon River Valley High School home economics teacher, used, for the first time, the "Say No To Sex" video in her family/living class (the video was purchased with Peer Support funds).

The school prevention coordinator assisted Warren Baxter, the Fulton County Assistant Regional Superintendent of Schools and project coordinator for the County Drug Free School project, which resulted with the needs assessment compilation.

October - The school prevention coordinator helped circulate the results of a countywide needs assessment survey, which indicated a need for improvement in the drug abuse prevention curriculum in the county schools.

Peer Support met to recruit new membership.

November - The SADD Chapter held a membership meeting.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
September - The school prevention coordinator attended a luncheon at Pekin Memorial Hospital and learned more about the Lifeway Chemical Dependency Program. Bob Gilroy was one of the presenters.	x					
Mrs. Grgurich, Spoon River Valley High School home economics teacher, used, for the first time, the "Say No To Sex" video in her family/living class (the video was purchased with Peer Support funds).						x
The school prevention coordinator assisted Warren Baxter, the Fulton County Assistant Regional Superintendent of Schools and project coordinator for the County Drug Free School project, which resulted with the needs assessment compilation.	x					
October - The school prevention coordinator helped circulate the results of a countywide needs assessment survey, which indicated a need for improvement in the drug abuse prevention curriculum in the county schools.	x				x	
Peer Support met to recruit new membership.	x	x	x	x		
November - The SADD Chapter held a membership meeting.	x	x	x	x		







1988

February - SADD membership had climbed to sixty and Peer Support membership is up to seventy-two.

The school prevention coordinator and five students attended another Teen Conference planning sessions.

March - The school prevention coordinator and five Spoon River Valley High School students attended a planning session for the 1988 Teen Conference.

Julie Leffelman, Spoon River Valley High School art teacher volunteered to help Spoon River Valley High School students enter the Teen Conference logo contest. Spoon River Valley High School student, Layne Brown, won the competition.

Spoon River Valley High School English teacher, Carolyn Heikes, volunteered to help write and direct a skit on teen pregnancy for the Teen Conference-the skit committee, including the school prevention coordinator and four students met several times during lunch periods.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

x	x	x	x		
x		x	x		x
x		x	x		x
x		x	x	x	
x	x	x	x	x	

1988

March - The school prevention coordinator and 13 Spoon River Valley High students attended an Operation Snowball hosted by Farmington High School. The prevention coordinator, as a member of the adult staff was both a small group faciliator and a workshop presenter. All Spoon River Valley High School students attended tuition free as a result of Peer Support scholarships.

The school prevention coordinator nominated 5 Spoon River Valley High School seniors and Peer Support activists for the Citizens Assembly's U-Rate Program Awards.

The school prevention coordinator and 40 Spoon River Valley High School students attended Teen Conference 1988. Peer Support students are members of the teen staff which presented the skit on teen pregnancy and helped the prevention coordinator facilitate two workshop sessions on contraversial issues.

Action Plan Team member, Norma Schultz, contacted the parents of those students attending Teen Conference, encouraging them to attend the session for parents that evening.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

	x	x	x	x		x
	x			x	x	
	x	x	x	x		x
	x				x	x

1988

April - The school prevention coordinator published a newsletter for Peer Support sponsors. The prevention coordinator was notified by Beverly Jones, Teen Conference program coordinator, that both his "warm-up" and "wrap-up" exercises on making new friends and the Peer Support workshops, received good "reviews" on the evaluation forms.

Two Peer Support members represented Spoon River Valley High School at a planning session for the Junior High School Leadership Conference.

The school prevention coordinator and two Spoon River Valley High School students attended an evaluation session for Teen Conference 1988.

The school prevention coordinator attended a Drug Free School Committee meeting and the evaluations of the ten drug curriculum "finalists" were reviewed. The committee decided to recommend to the local schools the adopting of The Stanford D.E.C.I.D.E. curriculum (K-12), and the School Team Approach curriculum (K-12) as a supplementary program.

The school prevention coordinator wrote a summary of this curriculum selection meeting, and provided copies to all school administrators and the staff members who had assisted with this project.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

	x				x
		x	x		x
	x		x		x
	x				x
				x	

1988

April - Two Peer Support members attended another planning session for the Junior High School Leadership Conference.

The school prevention coordinator corresponded with Bill Donaldson, advisor to the student prevention effort at Mulberry Grove, Il., following an article in the Prevention Forum outlining their program, seeking advice on writing school policy on prevention.

A Peer Support student wrote a feature article in the school newspaper on prevention activities.

May - The school prevention coordinator responded to the needs assessment sent to The Drug Free School District Coordinators.

The school prevention coordinator, one Spoon River Valley High School student, and four junior high school students attended a planning session for the Fulton County Junior High School Leadership Conference.

The Valley delegation to the Junior High School Leadership Conference included 15 eighth graders and five high school teen staff members. The prevention coordinator and the Peer Support teen staffers helped facilitate both the workshop on teen pregnancy and the "What to Expect in High School" panel.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
April - Two Peer Support members attended another planning session for the Junior High School Leadership Conference.	x					x
The school prevention coordinator corresponded with Bill Donaldson, advisor to the student prevention effort at Mulberry Grove, Il., following an article in the Prevention Forum outlining their program, seeking advice on writing school policy on prevention.	x					
A Peer Support student wrote a feature article in the school newspaper on prevention activities.	x				x	x
May - The school prevention coordinator responded to the needs assessment sent to The Drug Free School District Coordinators.	x					
The school prevention coordinator, one Spoon River Valley High School student, and four junior high school students attended a planning session for the Fulton County Junior High School Leadership Conference.	x		x	x		x
The Valley delegation to the Junior High School Leadership Conference included 15 eighth graders and five high school teen staff members. The prevention coordinator and the Peer Support teen staffers helped facilitate both the workshop on teen pregnancy and the "What to Expect in High School" panel.	x		x	x		

1988

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
May - The school prevention coordinator wrote another program update newsletter. Copies went to all members of the teaching staff, school administrators, members of the Board of Education, Peer Support members, and several members of the county and regional prevention network.	x				x	x
Sharon Bailey, a parent of a Spoon River Valley junior high school student, represented the school at an InTouch meeting.	x				x	x
The school prevention coordinator responded to an evaluation form from Bob Gilroy on the effectiveness of the Lifeway School Liaison Program.	x					
June - The school prevention coordinator, his wife (who serves as typist on most prevention activity projects), and two Peer Support students attended a review/planning meeting of the Fulton County Prevention Coalition.	x		x	x		x
Steve Fairbanks, prevention specialist at the Community Health Center, wrote a proposal for establishing the "Spoon River Country" chapter of Operation Snowball in Fulton-McDonough counties. The Illinois Alcoholism and Drug Dependence Association (IADDA) approved the proposal. The prevention coordinator was a member of the Operation Snowball Board.	x				x	x

1988

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

June - The school prevention coordinator started a Specialist Degree program at Eastern Illinois University. His field study project is "A Prevention Program at Valley Schools and Its Role in the Fulton County Network".

x

July - The Peer Support fund helped pay a portion of the tuition for a Peer Support member to attend an Operation Snowball activity in England.

August - The school prevention coordinator and 12 members of the 1988-89 Action Plan Team met to draft the Action Plan design. Objectives included: helping to organize and staff Operation Snowballs; continuing SADD recruitment; helping to introduce the D.E.C.I.D.E. drug education curriculum at Valley; helping to develop the third annual Teen Conference in Fulton County; assisting with the organization of the second annual Leadership Conference for junior high students in the county; recommending a policy statement on the ongoing prevention effort at Valley to the Board of Education; and helping with the D.A.R.E. program for Valley sixth graders.

x x x x x x

September - The prevention coordinator attended the Parent Network meeting at Abingdon High School, featuring Liz Houghton.

x x

The prevention coordinator and four Peer Support students attended two planning sessions for an Operation Snowball at Bushnell High School.

x x x x

1988

September - The prevention coordinator attended a parent network workshop at Farmington High School.

The prevention coordinator and Denise Brewer, High School health teacher, attended a county workshop on D.E.C.I.D.E.

The prevention coordinator and Karen Bhear, teacher at Spoon River Valley Elementary School, attended a county workshop on D.E.C.I.D.E.

October - The prevention coordinator and Karen Bhear were presenters at a workshop on D.E.C.I.D.E. for the Spoon River Valley Elementary School staff.

The prevention coordinator gave a presentation on prevention activities at a School Board meeting.

The prevention coordinator and the Peer Support Teen staffers attended another planning session for the Bushnell Operation Snowball.

The prevention coordinator was a general session presenter ("Snowball Dynamics"), member of the adult staff, and a small group facilitator at the Bushnell High School Operation Snowball weekend; four Peer Support students were members of the teen staff; 12 other Spoon River Valley High School students attended on full Peer Support scholarships.

(entry continues)

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
September - The prevention coordinator attended a parent network workshop at Farmington High School.	x					x
The prevention coordinator and Denise Brewer, High School health teacher, attended a county workshop on D.E.C.I.D.E.	x					x
The prevention coordinator and Karen Bhear, teacher at Spoon River Valley Elementary School, attended a county workshop on D.E.C.I.D.E.	x					x
October - The prevention coordinator and Karen Bhear were presenters at a workshop on D.E.C.I.D.E. for the Spoon River Valley Elementary School staff.	x					x
The prevention coordinator gave a presentation on prevention activities at a School Board meeting.	x				x	
The prevention coordinator and the Peer Support Teen staffers attended another planning session for the Bushnell Operation Snowball.	x		x	x		x
The prevention coordinator was a general session presenter ("Snowball Dynamics"), member of the adult staff, and a small group facilitator at the Bushnell High School Operation Snowball weekend; four Peer Support students were members of the teen staff; 12 other Spoon River Valley High School students attended on full Peer Support scholarships.						



1988

October - (entry continued) (Peer Support had access to twelve hundred fifty dollars in Drug Free Schools fund-Warren Baxter at the ESR office will be the DFS fund coordinator).

November - The prevention coordinator attended a Fulton County Prevention Coalition meeting at Cuba High School.

Five Peer Support students attended a "Clowning for Prevention" workshop at Cuba High School.

The prevention coordinator and Denise Brewer, high school health teacher, organized and administered a drug survey to Valley students, grades 8-12. Mr Baxter, at the ESR office helped to score and tabulate the results. The prevention coordinator reported the results to members of the Board of Education, school administration, and teachers, and other interested members of both the local and county prevention network, both teen and adult.

December - The prevention coordinator and some Peer Support members staffed a recruitment meeting for high school students.

The prevention coordinator worked with the Valley Boosters Club to organize and chaperone a dance for junior high school students, promoting a "Natural High" theme.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
October - (entry continued) (Peer Support had access to twelve hundred fifty dollars in Drug Free Schools fund-Warren Baxter at the ESR office will be the DFS fund coordinator).	x	x	x	x		x
November - The prevention coordinator attended a Fulton County Prevention Coalition meeting at Cuba High School.	x					x
Five Peer Support students attended a "Clowning for Prevention" workshop at Cuba High School.	x	x		x		x
The prevention coordinator and Denise Brewer, high school health teacher, organized and administered a drug survey to Valley students, grades 8-12. Mr Baxter, at the ESR office helped to score and tabulate the results. The prevention coordinator reported the results to members of the Board of Education, school administration, and teachers, and other interested members of both the local and county prevention network, both teen and adult.	x	x			x	x
December - The prevention coordinator and some Peer Support members staffed a recruitment meeting for high school students.	x	x	x	x		
The prevention coordinator worked with the Valley Boosters Club to organize and chaperone a dance for junior high school students, promoting a "Natural High" theme.	x	x			x	x

1988

December - The prevention coordinator and several Spoon River Valley High School students attended the "Celebrate Sober" dance hosted by Canton High School.

1989

January - The prevention coordinator attended a Drug Free School meeting chaired by Mr. Baxter.

The prevention coordinator and five Peer Support students represented Spoon River Valley High School at the first planning session for Fulton County's third annual Teen Conference.

The prevention coordinator, some Peer Support students, and a parent commenced work on a skit for Teen Conference (on parent-teen communication).

A parent, Judith Mason, represented Spoon River Valley Jr./Sr. High School at an InTouch Parents Network meeting hosted by Farmington High School.

The prevention coordinator, Pat Howd (Valley Board and Action Plan Team member), and Bob Gilroy (Lifeway counselor) were volunteer members of the adult staff at the Farmington High School Natural Helpers/Leaders weekend workshop (included more than 40 adults and teens working on prevention issues).

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
December - The prevention coordinator and several Spoon River Valley High School students attended the "Celebrate Sober" dance hosted by Canton High School.	x	x	x	x	x	x
January - The prevention coordinator attended a Drug Free School meeting chaired by Mr. Baxter.	x					x
The prevention coordinator and five Peer Support students represented Spoon River Valley High School at the first planning session for Fulton County's third annual Teen Conference.	x	x	x	x		x
The prevention coordinator, some Peer Support students, and a parent commenced work on a skit for Teen Conference (on parent-teen communication).	x	x	x	x	x	
A parent, Judith Mason, represented Spoon River Valley Jr./Sr. High School at an InTouch Parents Network meeting hosted by Farmington High School.	x				x	
The prevention coordinator, Pat Howd (Valley Board and Action Plan Team member), and Bob Gilroy (Lifeway counselor) were volunteer members of the adult staff at the Farmington High School Natural Helpers/Leaders weekend workshop (included more than 40 adults and teens working on prevention issues).	x				x	

1989

January - The prevention coordinator and four Spoon River Valley High School teen staffers attended the first planning session for the Cuba High School Operation Snowball.

The prevention coordinator recruited parents for developing the base for the InTouch Parent Network: Norma Schultz (Fairview); Sharon Bailey (London Mills); Karen Bhear (also a Spoon River Valley Elementary School teacher; (London Mills); Ronda Carr (Ellisville); and Judith Mason (Maquon).

February - The prevention coordinator attended the Fulton County Prevention Coalition meeting.

The prevention coordinator and four Peer Support students attended the second planning session for Teen Conference 1989.

The prevention coordinator reviewed the highlights of both the drug survey and other local and county prevention activities at a Board of Education meeting.

The prevention coordinator assisted the Fulton County D.A.R.E. officer, Kent McDowell, in a session with Spoon River Valley Elementary sixth graders.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

x		x	x		x
x				x	
x				x	x
x	x	x	x		x
x				x	
x	x			x	

1989

February - The prevention coordinator worked with the Board of Education, Spoon River Valley High School principal, Dan Whitsitt, and the Valley Booster Club in organizing a dance for Jr./Sr. High School students, promoting the "Natural High" theme.

The prevention coordinator organized and directed a workshop for both the adult and teen staff for the Cuba High School Operation Snowball.

March - The prevention coordinator helped organize and facilitate a Building Fairness workshop for Valley teachers, demonstrating self-esteem building exercises.

The prevention coordinator attended another planning session for the Cuba High School Operation Snowball.

The prevention coordinator was a presenter for both a general session and a mini-workshop, a member of the adult staff and a small group facilitator at the Cuba High School Operation Snowball. Five Peer Support students were members of the teen staff, and two were also workshop presenters. Seventeen other Spoon River Valley High School students attended, and all on Peer Support (Drug Free Schools fund) scholarships.

Activie organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

	x	x	x		x	x
		x		x		x
		x			x	
		x				x
	x	x	x	x		x

1988

March - the prevention coordinator and three Peer Support teen staffers attended a planning workshop for an Operation Snowball at Williamsfield High School (in neighboring Knox County, and directed by InTouch prevention specialists from the Spoon River Center, the community mental health facility in Galesburg).

The Teen Conference skit group had an evening rehearsal. The cast now included the prevention coordinator, a parent, a Valley High School teacher, and three Valley High School students.

Action Plan Team member and parent, Norma Schultz, assisted the prevention coordinator in notification of the parents of all the Spoon River Valley High School students who will attend Teen Conference, encouraging them to attend the evening sessions for parents.

The prevention coordinator and 34 Spoon River Valley High School students attended Teen Conference 1989. The prevention coordinator led the opening and closing exercises (making new friends). Three Peer Support students were teen staff members and the "Peer Support Players" performed their skit. Drug Free School funds were used for the registration fees.

The prevention coordinator and two Peer Support students did a program on prevention activities for the Ellisville Modern Woodmen meeting.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

x				x	x	x
x		x	x	x		
x	x			x		x
x	x	x	x	x	x	x
x		x	x	x		x

1989

April - The prevention coordinator attended a meeting of the Prevention Network Board, directed by Mr. Baxter, the Drug Free School Coordinator, and Renee Fox, InTouch director from Spoon River Center.

The prevention coordinator served as adult staff member, small group facilitator, and mini-workshop presenter at the Williamsfield High School Operation Snowball. Two Peer Support students were on teen staff and eight Spoon River Valley High School students attended on Peer Support scholarships.

Two Peer Support students and the prevention coordinator assisted officer Kent McDowell with the "Say No" session of the D.A.R.E. program, involving all Spoon River Valley sixth and seventh graders.

The prevention coordinator and the other members (three parents and a Spoon River Valley Elementary teacher) of the InTouch Parent Network team attended a workshop led by prevention specialist, Liz Houghton.

The prevention coordinator mailed a list to the parents of those 24 Spoon River Valley Junior High School (18 eighth graders and six seventh graders) students who will attend the Leadership Conference, encouraging them to attend the evening session for parents.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
April - The prevention coordinator attended a meeting of the Prevention Network Board, directed by Mr. Baxter, the Drug Free School Coordinator, and Renee Fox, InTouch director from Spoon River Center.	x					x
The prevention coordinator served as adult staff member, small group facilitator, and mini-workshop presenter at the Williamsfield High School Operation Snowball. Two Peer Support students were on teen staff and eight Spoon River Valley High School students attended on Peer Support scholarships.	x	x	x	x	x	x
Two Peer Support students and the prevention coordinator assisted officer Kent McDowell with the "Say No" session of the D.A.R.E. program, involving all Spoon River Valley sixth and seventh graders.	x	x		x	x	
The prevention coordinator and the other members (three parents and a Spoon River Valley Elementary teacher) of the InTouch Parent Network team attended a workshop led by prevention specialist, Liz Houghton.	x				x	x
The prevention coordinator mailed a list to the parents of those 24 Spoon River Valley Junior High School (18 eighth graders and six seventh graders) students who will attend the Leadership Conference, encouraging them to attend the evening session for parents.	x				x	x

1989

April - The prevention coordinator, five Peer Support teen staffers, and the 24 junior high school students attended Leadership Conference 1989 hosted by Cuba High School. Peer Support paid the registration fee. The prevention coordinator presented a workshop on self esteem and the county D.A.R.E. officer, Kent McDowell, gave the keynote speech. The students had access to two workshops, and selection from four topics: self-esteem; alcohol and drug abuse; teen pregnancy; or teen suicide.

May - The prevention coordinator drafted another issue (5/89) of the Peer Support Report. Distribution included the school newspaper reporter, and members of the Board of Education, administration, and Action Plan Team. Interested teachers and Peer Support activists also received copies.

The prevention coordinator presented a prevention program review at a Board of Education meeting. There was also discussion of plans and objectives.

The prevention coordinator and Peer Support members conducted a SADD recruitment meeting which was attended by all junior high school students (excused from P.E.). Fifteen students and their parents signed SADD contracts as a result of this meeting.

Active organizers  
All students have access  
Student organizers  
Teen leaders  
Public relations  
Available funding

	x	x	x	x	x	x
	x				x	
	x				x	
	x	x	x	x	x	

1989

May - The prevention coordinator offered the last of the Peer Support Fund (The Drug Free Schools funds) as full scholarships for students interested in ITI 1989.

The prevention coordinator nominated a Spoon River Valley High School student for an InTouch prevention award. The student received that award in Springfield from Lt. Governor Ryan.

The prevention coordinator also gave special recognition, via the Peer Support Report, to five Peer Support members who have been most active during the 1988/89 school term.

August - The prevention coordinator commenced his thesis field study project (EDG 5090 and 5091): "prevention program for Spoon River Valley Schools and its role within the Fulton County prevention network"

The prevention coordinator attended a meeting of the Fulton County Prevention Coalition.

The prevention coordinator and some Valley High School students attended an ITI/Operation Snowball reunion picnic.

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

	x	x							
	x						x		
	x						x		
	x								
	x						x	x	
	x						x		



1989

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

<p>August - The prevention coordinator organized and conducted the annual InTouch Action Plan meeting. Along with the prevention coordinator at this meeting were: Bernice Pettit, the local InTouch representative, a teacher, a parent and community representative, two students, and a School Board member.</p>	x	x	x	x	x	
<p>The prevention coordinator distributed copies of the minutes of this Action Plan meeting to these and the other members of the 1989-90 Action Plan Team.</p>	x			x	x	
<p>September - The prevention coordinator alerted the Spoon River Valley Jr./Sr. High School staff that the D.A.R.E. officer was available as a resource speaker during the first semester.</p>	x				x	
<p>The prevention coordinator alerted the Spoon River Valley High School students that they have access to the "Parents Too Soon" song writing contest.</p>	x	x		x	x	
<p>Three Valley High School students attended a planning session for Operation Snowball at Lewistown High School.</p>		x	x	x	x	x
<p>The prevention coordinator made prevention items part of the agenda at all 1989-90 Student Services Committee meetings, and Valley Boosters Club meetings.</p>	x				x	

1989

October - The prevention coordinator was the workshop facilitator and three Valley High School students, who will be members of the teen staff, attended a planning session for the Operation Snowball at Lewistown High School.

The prevention coordinator helped with the Valley High School student council and some Peer Support members organize some prevention activities for Valley Jr./Sr. High School students during Red Ribbon for Prevention Week.

The prevention coordinator provided Peer Support highlights for a school newspaper article.

The prevention coordinator and the three Valley High School teen staffers attended another planning session for the Lewistown High School Operation Snowball.

The prevention coordinator was a member of the adult staff and a small group facilitator; three Valley High School students were teen staffers, and 13 Valley High School students attended the Operation Snowball at Lewistown High School (on full tuition Peer Support scholarships).

November - The prevention coordinator organized a recruitment meeting for Valley High School students, promoting membership in SADD. This session featured the "Reach Out" video and a testimonial by a present SADD member.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
October - The prevention coordinator was the workshop facilitator and three Valley High School students, who will be members of the teen staff, attended a planning session for the Operation Snowball at Lewistown High School.	x		x	x		x
The prevention coordinator helped with the Valley High School student council and some Peer Support members organize some prevention activities for Valley Jr./Sr. High School students during Red Ribbon for Prevention Week.	x	x	x	x	x	
The prevention coordinator provided Peer Support highlights for a school newspaper article.	x	x	x		x	
The prevention coordinator and the three Valley High School teen staffers attended another planning session for the Lewistown High School Operation Snowball.	x		x	x	x	x
The prevention coordinator was a member of the adult staff and a small group facilitator; three Valley High School students were teen staffers, and 13 Valley High School students attended the Operation Snowball at Lewistown High School (on full tuition Peer Support scholarships).	x	x	x	x	x	x
November - The prevention coordinator organized a recruitment meeting for Valley High School students, promoting membership in SADD. This session featured the "Reach Out" video and a testimonial by a present SADD member.	x	x		x	x	



1990

January - The prevention coordinator was part of the adult staff at the second annual Farmington High School Natural Helpers/Leaders retreat (a three day session, helping teens develop helping/leading skills).

The prevention coordinator and three Valley High School students attended the first planning session for Teen Conference 1990 at the Fulton County Health Department.

The prevention coordinator and some Valley High School students attended the "Alive on a Natural High" dance at Canton High School - "Sane and Sober Theatre" (SST) performed prior to the dance.

February - The prevention coordinator, who served as workshop facilitator, and one Valley High School student who was on teen staff, attended the first planning workshop for the Macomb High School Operation Snowball (held at the Mental Health Center in Macomb).

The prevention coordinator promoted the Teen Conference 90 logo contest at Valley High School.

The prevention coordinator attended the second planning session for the Operation Snowball at Macomb High School.

	Active organizers	All students have access	Student organizers	Teen leaders	Public relations	Available funding
January - The prevention coordinator was part of the adult staff at the second annual Farmington High School Natural Helpers/Leaders retreat (a three day session, helping teens develop helping/leading skills).	x		x	x	x	
The prevention coordinator and three Valley High School students attended the first planning session for Teen Conference 1990 at the Fulton County Health Department.	x		x	x	x	x
The prevention coordinator and some Valley High School students attended the "Alive on a Natural High" dance at Canton High School - "Sane and Sober Theatre" (SST) performed prior to the dance.	x	x	x		x	
February - The prevention coordinator, who served as workshop facilitator, and one Valley High School student who was on teen staff, attended the first planning workshop for the Macomb High School Operation Snowball (held at the Mental Health Center in Macomb).	x		x	x	x	x
The prevention coordinator promoted the Teen Conference 90 logo contest at Valley High School.	x	x			x	
The prevention coordinator attended the second planning session for the Operation Snowball at Macomb High School.	x				x	x

1990

	Active organizers	All students have access	Student organizers	Teen leaders	Public leaders	Available funding
February - The prevention coordinator and three Valley High School Peer Support students were part of a panel speaking to prevention issues at the Guidance Conference at Eastern Illinois University.	x		x	x	x	x
March - The prevention coordinator was a member of the adult staff, a Valley High School student was a member of the teen staff, and six Valley High School students attended the Operation Snowball at Macomb High School. Peer Support provided full tuition scholarships.	x	x	x	x	x	x
The prevention coordinator and two Valley High School students attended a meeting of the Fulton County Prevention Coalition.	x			x	x	x
The prevention coordinator helped communicate Teen Conference 90 particulars to the other high schools in Fulton County.	x				x	x
The prevention coordinator and four Valley High School students attended the final planning session for Teen Conference 90.	x		x	x	x	x
Ronda Carr, a parent and member of the Valley High School InTouch Action Plan Team helped the prevention coordinator contact all the parents of those Valley High School students who will attend Teen Conference 90, and alerted them of the session for parents that evening.	x				x	x

1990

Active organizers  
 All students have access  
 Student organizers  
 Teen leaders  
 Public relations  
 Available funding

<p>March - The prevention coordinator and 28 Valley High School students, including five members of the teen staff, attended Teen Conference 90. The agenday included substance abuse, sexuality, and suicide prevention as topics. The prevention coordinator helped some members of the teen staff facilitate a workshop on "school issues". The coordinator produced a "result sheet" from this workshop, which was distributed to the principals of the eight county high schools. Ronday Carr helped with the meals. Peer Support (Drug Free Schools Fund) paid all expenses.</p>	x	x	x	x	x	x
<p>April - The prevention coordinator nominated four of the Valley High School Peer Support leaders for U-Rate awards.</p>	x			x	x	
<p>May - A Peer Support leader registered for ITI on a full tuition scholarship.</p>	x	x		x	x	x
<p>The prevention coordinator and the D.A.R.E. officer worked together to recruit two Valley High School students to help with the "role model/Say No" session of D.A.R.E. with Valley sixth grade students.</p>	x			x	x	x
<p>The prevention coordinator presented Operation Snowball pins to eight Peer Support activists at Awards Night 90.</p>	x	x		x	x	x
<p>The prevention coordinator presented the Prevention Program Model 1990/91 to Spoon River Valley administration and the Board of Education.</p>	x				x	

1990

June - The school prevention coordinator completed his field study project (thesis) on developing prevention program model for Spoon River Valley Schools, and within the Fulton County Prevention Network, as part of his completion of a Specialist Degree program at Eastern Illinois University.

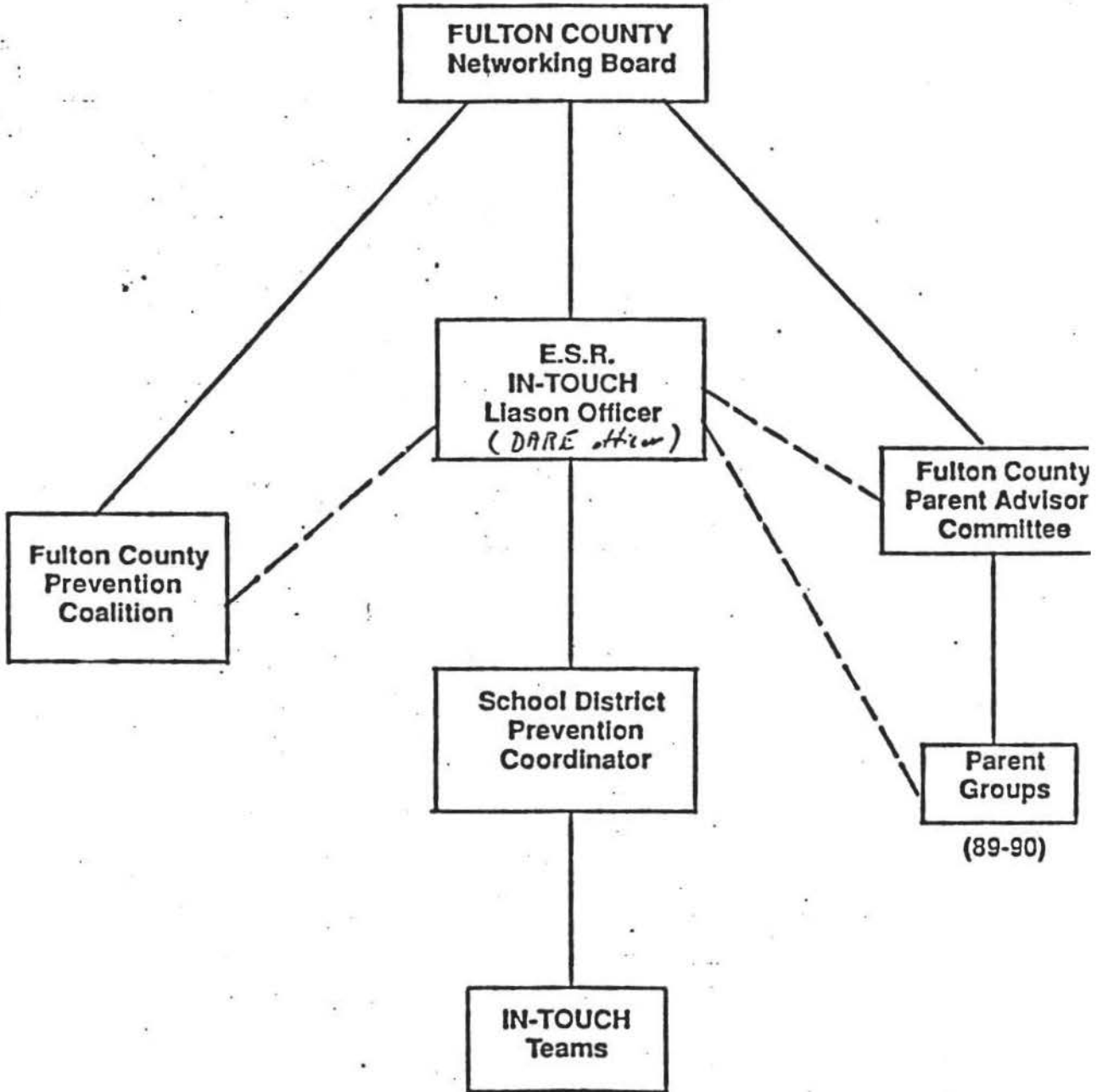
- Active organizers
- All students have access
- Student organizers
- Teen leaders
- Public relations
- Available funding

x
x

Appendix 2  
Related Information



# FULTON COUNTY PREVENTION MODEL



**SPOON RIVER VALLEY SCHOOLS**  
**Community Unit Dist. No. 4**  
Ellisville, Fairview, London Mills, Maquon, Ripatee  
Rt. 1, London Mills, Illinois 61544

Daniel Whitesitt, Principal  
Jr./Sr. High School  
Tel. 778-2201

Ercil Little, Superintendent  
District Office  
Tel. 309/778-2204

John Mangers, Principal  
Elementary School  
Tel. 778-2207

January 30, 1990

**Principal:**

Your high school has been selected as part of a random sampling of small (enrollment under 426) Illinois high schools. The intent of the enclosed survey form is to get your opinion of what are important components of a school prevention program. The school prevention program refers to (a) the school curriculum which addresses helping students avoid self destructive behavior, including substance abuse, suicide prevention, and teen pregnancy and (b) related activities ( Operation Snowball) which may be done on a county/regional/state wide basis and address these and other teen issues.

If your program of prevention activities has a coordinator who is someone other than yourself, you may wish to designate that person to complete the survey form. I hope you can find time in your busy schedule this week to respond to my survey. I have enclosed a self-addressed, stamped envelope to assist you in returning the completed survey form. On behalf of myself and Spoon River Valley Schools special thanks for participating in this survey!

George Tanner  
Counselor and Prevention Program  
Coordinator  
Spoon River Valley Schools

Does your school employ a guidance counselor full-time?

(circle one):            Yes                            No

Which best defines the role of the person completing this form (circle only one):

- (a) school principal
- (b) principal and school prevention program coordinator
- (c) school prevention coordinator (if c, circle one of the following):
  - other school administrator
  - guidance counselor
  - teacher (subject area?) \_\_\_\_\_
  - other? \_\_\_\_\_

Please respond to the following 34 questions by indicating (circling) whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD).

- |   |                         |
|---|-------------------------|
| 1. The school's prevention program coordinator is an active participant in program activities (i.e., organizer, speaker, workshop presenter).   | SA    A    U    D    SD |
| 2. Prevention activities should be directed at only those students who are already serving as positive role models for their peers.   | SA    A    U    D    SD |
| 3. Teens should be included in the organizing and planning phase of a prevention activity (i.e., Teen Conference, Operation Snowball, etc.)   | SA    A    U    D    SD |
| 4. Public relations is not a primary concern when developing a school prevention program.   | SA    A    U    D    SD |
| 5. The school's prevention program fund (i.e., Drug Free Schools monies) should be a source for student tuition for attending prevention activities.  | SA    A    U    D    SD |
| 6. Schools do not have the kind of problem with students being involved with substance abuse and other self destructive behaviors to merit much time, energy, or money spent on a "prevention program". | SA    A    U    D    SD |
| 7. A school prevention program should better utilize curriculum components which address substance abuse, and other teen issues, including teen pregnancy and suicide.                                  | SA    A    U    D    SD |
| 8. Funding for a school prevention program is money that could be more wisely spent on more "basic" (i.e., reading and writing) elements within the curriculum.   | SA    A    U    D    SD |

- |  |      |   |   |   |    |
|--|------|---|---|---|----|
| 9. Schools must do more to insure that school sponsored activities are drug-free.  | SA   | A | U | D | SD |
| 10. The school's prevention program should utilize the curriculum and other activities to develop students' life skills, including these traits: patience; persistence; initiative; flexibility; risk-taking; empathy; self-assurance; and self-realization. | SA - | A | U | D | SD |
| 11. The school should concentrate most of its prevention effort on eliminating the negative peer influence.  | SA   | A | U | D | SD |
| 12. A school prevention program must enlist the support of the family.   | SA   | A | U | D | SD |
| 13. A school prevention program can not have a significant impact on the general school environment.   | SA   | A | U | D | SD |
| 14. When the guidance counselor serves as the school's prevention program coordinator it improves the students' access to preventive guidance and counseling services.   | SA   | A | U | D | SD |
| 15. It is not necessary that the school's prevention program enlist the support of the community.  | SA   | A | U | D | SD |
| 16. The best school prevention program will be a broad based approach, offering a variety of components.   | SA   | A | U | D | SD |
| 17. School policies which address students' self destructive behaviors (i.e., substance abuse, suicide prevention, etc.) are adequate for meeting the needs of schools and communities during the 1990's.  | SA   | A | U | D | SD |
| 18. The school prevention program coordinator need only a program administrator.   | SA   | A | U | D | SD |
| 19. All students (at that grade, or grade level) have access to prevention activities.   | SA   | A | U | D | SD |
| 20. Teens should not be involved in organizing and planning phase of a prevention activity (i.e., Operation Snowball).   | SA   | A | U | D | SD |
| 21. The school's prevention program coordinator should use an ongoing public relations program to establish and maintain a variety of components in the school's prevention effort.  | SA   | A | U | D | SD |
| 22. Students should be responsible for their own tuition for prevention activities (i.e., Operation Snowball).   | SA   | A | U | D | SD |
| 23. An important first step in establishing a school prevention program is admitting that there is a problem.  | SA   | A | U | D | SD |

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 24. Present school curriculum does an adequate job of addressing teen issues, including substance abuse, teen pregnancy, and suicide.   | SA | A | U | D | SD |
| 25. Schools have taken adequate measures to insure that school sponsored activities are drug-free.  | SA | A | U | D | SD |
| 26. The school's prevention program must be provided adequate funding   | SA | A | U | D | SD |
| 27. The school does not "have time" within its curriculum or via related activities to do more to help students develop life skills (i.e., patience, persistence, initiative, etc.) | SA | A | U | D | SD |
| 28. The school's prevention program should emphasize developing positive peer pressure.   | SA | A | U | D | SD |
| 29. Today's family does not have the time, or will not take the time, to take a role in the school's prevention program.  | SA | A | U | D | SD |
| 30. One result of an effective school prevention program will be a noticeable impact on the general school environment.   | SA | A | U | D | SD |
| 31. The guidance counselor has too many assigned duties to be effective in the additional role as the school's prevention program coordinator.                                      | SA | A | U | D | SD |
| 32. The school's prevention program must activate ongoing community support.  | SA | A | U | D | SD |
| 33. The school's prevention program should have a narrow definition, with its primary focus on drug education and the enforcement of its policy on substance abuse.                 | SA | A | U | D | SD |
| 34. The school's prevention program should include periodic reviews of the school policy on prevention.   | SA | A | U | D | SD |

# DECIDE

118

Define

the decision or problem  
the alternatives

Explore

the alternatives in terms of:

your values --what's important to you  
your feelings  
your self-image--how you see yourself  
the risks  
your goals  
your abilities  
your past experiences  
your chances of success

Consider

the influence of others--friends

the position of adult authorities

family  
school  
law

Invite

advice from others

parents  
friends  
other adults  
other sources of  
information

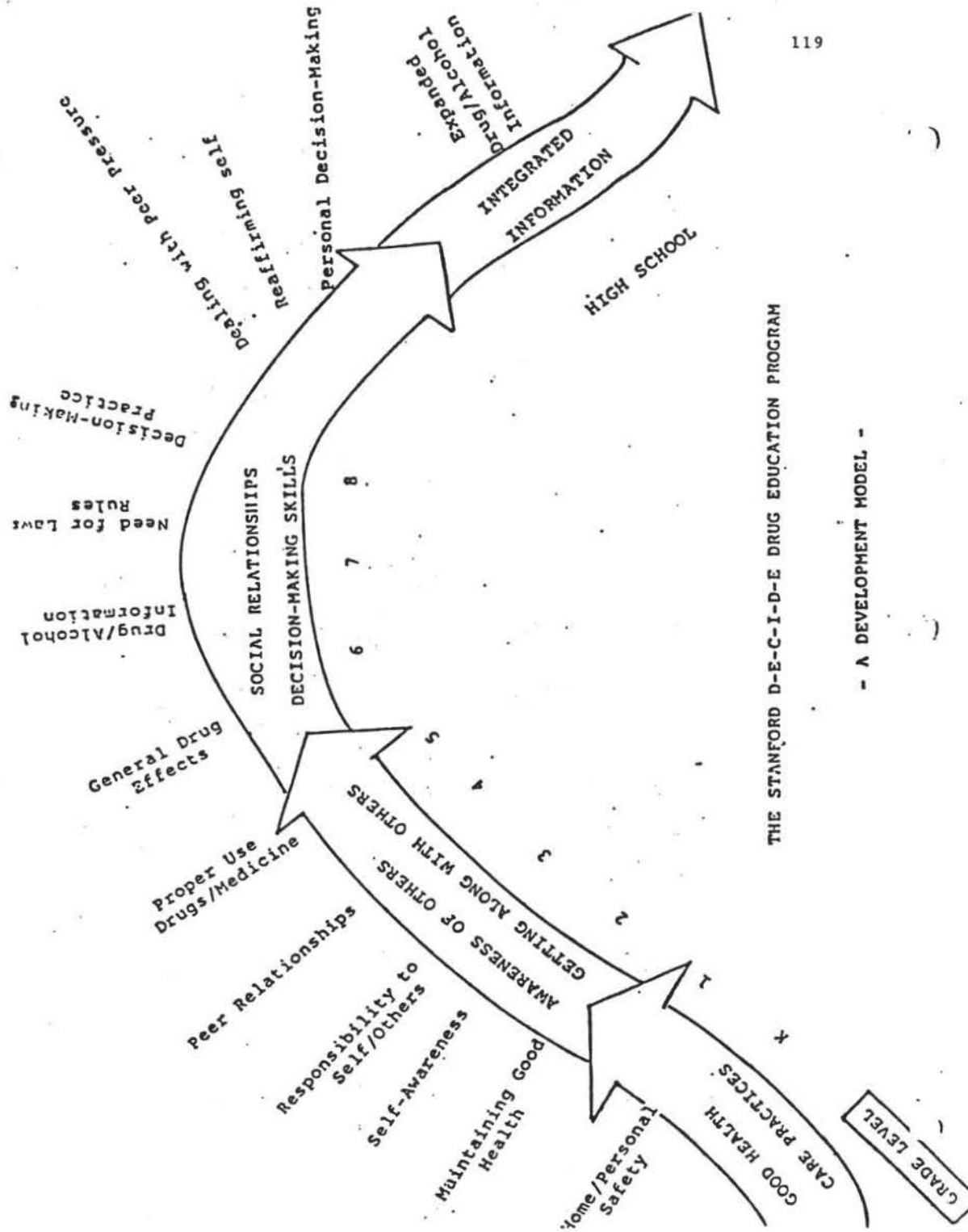
Decide

what to do

Evaluate

the effects of your solution

on yourself  
on others



THE STANFORD D-E-C-I-D-E DRUG EDUCATION PROGRAM

- A DEVELOPMENT MODEL -

INSTRUCTIONCURRICULUM DESIGN - Drug Education

The Board of Education recognizes that the destructive effects of student use of drugs on learning and of schooling in general has become a major problem in education. Since decisions to try drugs are sometimes made in middle school years, students should be provided with age-appropriate information early about the dangers of drug abuse before the opportunity to experiment occurs. The District's educational program shall offer to students instructionally sound drug education units that are progressively reinforcing through all grade levels, are well integrated into the traditional curricula and are designed to build awareness of the harmful effects of drug use. This preparation through knowledge may help prevent experimentation and eventual dependency.

The District's curriculum shall include education in grades 7 through 12 in the prevention of steroid abuse. Such instruction shall emphasize that the use of anabolic steroids presents a serious health hazard to persons who use steroids to enhance athletic performance or physical development.

To reinforce the Drug Education Program, the District will expect to:

1. Cooperate with government and private agencies offering services related to drug and alcohol problems;
2. Establish and maintain procedures for dealing with the use of controlled substances within the school system which adhere to the requirements of the law;
3. Create a climate whereby students may seek and receive counseling;
4. Encourage and support student organizations and activities that will develop a positive peer influence.

To insure an on-going effort, the Spoon River Valley Schools shall maintain an on-going prevention program which assists students in making wise decisions as to the use, misuse, or abuse of drugs. This program will have both curriculum and special activities components which offer students information on, and provide alternatives to substance abuse and other destructive behaviors. The Valley Schools will continue to maintain its annual In-Touch action program.

Staff orientation and inservice is essential to an effective program of drug education. The entire staff should be knowledgeable about the aspects of substance use and abuse. The District shall, therefore, establish and maintain an on-going inservice drug education program for school personnel.



INSTRUCTIONCURRICULUM DESIGN - Drug Education - continued

\* Throughout this policy, the term "drug use" means the use of illicit drugs, the use of alcohol, the use of licit medications without the formal supervision of a physician and inappropriate use of chemical substances.

2 of 2

LEG. REF.: ISC. ch.122, para. 861-866, 27-23.2

CROSS REF: 710.12, 710.13, 710.14

Draft - February 1990

Adopted February 26, 1990

STUDENTSRIGHTS AND RESPONSIBILITIES - Alcohol

The Board of Education recognizes that the consumption of alcoholic beverages is hazardous to the health of students. The consumption, possession or distribution of alcoholic beverages is not permitted on school buses, in school buildings or on other school property at any time. This policy extends to all school sponsored and related activities, as well as field trips, athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school <sup>or school activities</sup> when they are under the influence of alcohol. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had alcohol in their possession.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principal. In addition, information concerning the effects and potential dangers involved in the use of alcohol shall be included in the curriculum in compliance with The School Code of Illinois.

If a staff member finds a student to be under the influence of using, possessing or distributing alcoholic beverages in violation of this policy, the student may be suspended and/or expelled according to the District's discipline policy.

Organizations sponsoring activities in the school's facilities outside of regular school hours shall be made aware of this policy and shall be expected to comply with this policy. Failure to do so will result in cancellation of that organization's privilege to use District facilities.

1 of 1

CROSS REF: 625.05

Draft - February 1990

Adopted February 26, 1990

STUDENTSRIGHTS AND RESPONSIBILITIES - Drug Abuse

Non-medical use of drugs is hazardous to the health of students. The illicit use, possession or distribution of drugs or look-alike drugs and drug paraphernalia is not permitted on school buses, in school buildings or on school grounds at any time. This policy extends to all school sponsored and related activities as well as field trips and athletic and music trips, whether held before or after school, evenings or weekends. Students shall not be permitted to attend school when they are under the influence of illicit drugs. For the purpose of this policy, students who are under such influence shall be treated in the same manner as though they had drugs in their possession.

Students shall be advised of this policy in a manner deemed appropriate by the Building Principals. In addition, information concerning the effects and potential dangers involved in the illicit use of drugs shall be included in the curriculum in compliance with the law.

If a staff member finds a student to be using drugs illicitly, possessing or distributing drugs or look-alike drugs and drug paraphernalia in violation of this policy, the student shall be suspended and/or expelled. In addition, parents and juvenile authorities shall be notified promptly. When a substance is determined to be an illicit drug, the identity of the student shall be given to the proper authorities for prosecution.

Electronic signaling devices found on students or District property will be confiscated. The presence of such a device may be cause for further search for possession of drugs and appropriate discipline as established by the Board. If there is reason to believe that a student is using drugs, illicitly, at anytime on or off school premises, the health and counseling services of the school shall be made available to the student and his parents.

Organizations sponsoring activities on the school's facilities outside of regular school hours shall be made aware and expected to comply with this policy. Failure to do so will result in cancellation of that organizations' privilege to use District facilities.

625.05  
CROSS REF: 710.20

Draft - January, 1990

Adopted - January 22, 1990

**SPOON RIVER VALLEY SCHOOLS**  
**Community Unit Dist. No. 4**  
Ellisville, Fairview, London Mills, Maquon, Rapatee  
Rt. 1, London Mills, Illinois 61544

124

Daniel Whitsett, Principal  
Jr./Sr. High School  
Tel. 778-2201

Ercil Little, Superintendent  
District Office  
Tel. 309/778-2204

John Mangers, Principal  
Elementary School  
Tel. 778-2201

January 9, 1990

To: Employees

From: Office of the Superintendent *E.L.*

Subject: Prohibiting tobacco use on school property

1. The Board of Education at a meeting held last night considered requirements of recent legislation (PA-86-0821) which prohibits the use of tobacco on school property, when the property is being used for school purposes.
2. In accordance with provisions of the law, the Board chose to allow the following exemptions from the ban on the use of tobacco products:
  - A. Outdoor spectator areas of school property during scheduled school interscholastic or extra-curricular activities.
  - B. A designated area within the school for use by spectators during indoor scheduled school interscholastic or extra-curricular activities. (The designated area where spectators may smoke is between the outside doors and the inside doors in the Commons area of the Jr./Sr. High School.
  - C. A designated area within the school building for use by school personnel. (The area designated for the Jr./Sr. High School where school personnel may use tobacco is the custodian storage room off the north side of the stage. The area in the Elementary school where school personnel may use tobacco is the storage room off the south west hallway next to the library). These are the only areas where personnel may use tobacco in the Valley schools. As of January 9, faculty lunch rooms are not designated smoking areas. Consequently, smoking will not be allowed there.
3. This policy does not apply to students. Students are not allowed to smoke at school activities or on school property at any time.