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ABSTRACT

Educators are participating in a school development initiative that helps them set up an action-planning system to bring about desired changes in their schools. These staff members are participating in School Effectiveness Training (SET), an elementary school program which combines the effective schools research with team building and priority-setting techniques, and Joining Forces, SET's secondary school improvement version. Through the establishment of coordinating councils, a core group of the staff assumes responsibility for the overall operation of the program. They set goals and objectives, establish operational and procedural guidelines, and manage program activities. This document focuses on content issues and includes four areas that respond to the interest of the district and school improvement sites. Four sections are included: discipline, drugs and alcohol, student achievement, and student attendance. These sections contain summaries of programs and practices from around the country that are useful for school improvement planners. The materials included in this document are representative of many more that are also appropriate for district and school planning groups, and they should be treated, therefore, as a sample of resources to strengthen school improvement plans. (ABL)

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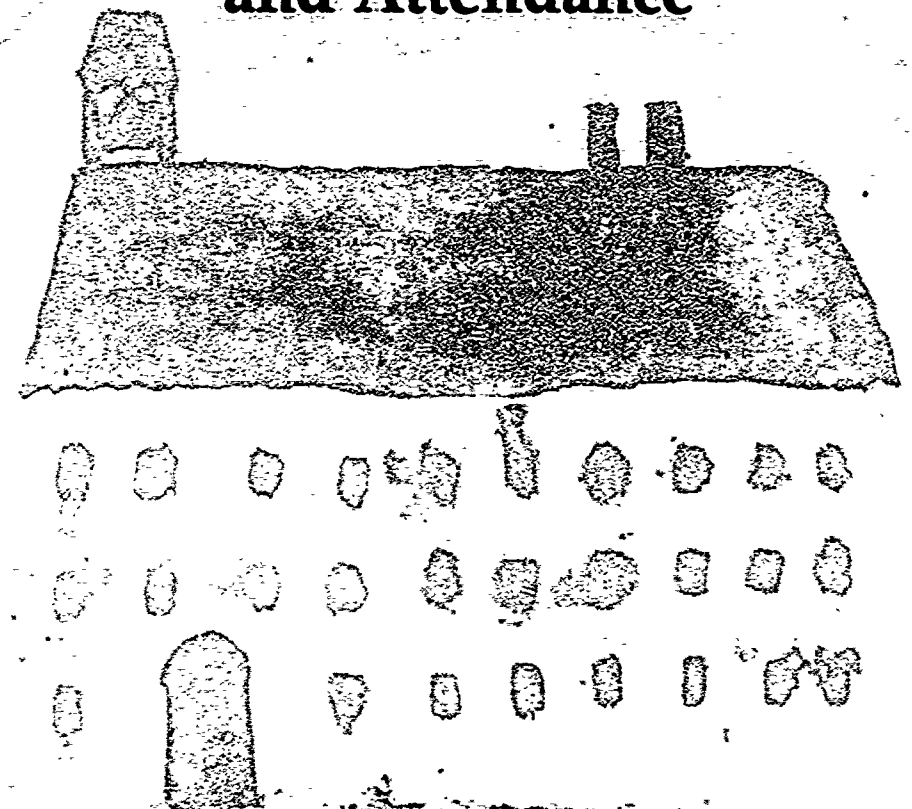
Which Way to Improvement?

A Catalog of Programs for Discipline, Drugs, Achievement, and Attendance



Michele A. Woods

[illegible] Schools
[illegible] Third Street
[illegible], PA 19123

[illegible]

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Which Way to Improvement?

A Catalog of Programs for Discipline, Drugs, Achievement, and Attendance

Michele A. Woods

Research for Better Schools
444 North Third Street
Philadelphia, PA 19123

1985

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INTRODUCTION

In a number of school districts, educators are participating in a school development initiative that helps them set up an action-planning system to bring about desired changes in their schools. These staff members are participating in School Effectiveness Training (SET), an elementary school program which combines the effective schools research with team building and priority-setting techniques, and Joining Forces, SET's secondary school improvement version. Through the establishment of coordinating councils, a core group of the staff assumes responsibility for the overall operation of the program. They set goals and objectives, establish operational and procedural guidelines, and manage the program activities. This process requires council members to be problem solvers, planners, motivators, and program developers.

Staff members at Research for Better Schools (RBS) prepare resource materials and conduct training to help council members assume these important responsibilities. One RBS Handbook, Team Planning for Educational Leaders, provides activities to strengthen five group process skills (team building, prioritizing, problem solving, planning, and implementation analysis) that are critical to the success of the program. This document, Which Way to Improvement? focuses on content issues and includes four areas that respond to the interest of the district and school improvement sites.

Which Way to Improvement? includes a total of four sections, on discipline, drugs and alcohol, student achievement, and student attendance. These sections contain summaries of programs and practices from around the country

that are useful resources for school improvement planners. The materials included in this document are representative of many more that are also appropriate for district and school planning groups, and they should be treated, therefore, as a sample of resources to strengthen school improvement plans.

SECTION ONE: DISCIPLINE

This section includes descriptions of:

- a school-based, classroom management program (CA),
- a district level alternate education program (PA),
- a school level conflict resolution model (CA),
- a student-centered support group program (NY),
- a peer helping program (NJ),
- a crime intervention curriculum (VA), and
- an alternative educational environment (NY).

ASSERTIVE DISCIPLINE

Description

Assertive Discipline is a competency-based discipline program designed to provide teachers with the skills and confidence necessary for getting their needs met in today's classroom without violating the needs and wants of students. The program helps teachers identify their wants and needs, identify roadblocks for getting their wants and needs met, and learn how cognitively and behaviorally to overcome those roadblocks in order to maximize their assertive potential.

The developers of Assertive Discipline, who adapted the principles and skills of Assertion Training, offer teachers help with:

- identifying situations in which teachers need to be assertive for their benefit and the benefit of the children;
- developing more consistent and effective communication with students;
- knowing when and how to set limits verbally, as well as when and how to provide the children with the verbal praise and support they need;
- learning to influence the students' behavior without constant yelling in vague, unrealistic threats;
- learning how to use positive influence on the behavior of students;
- gaining the confidence and learning the skills necessary for helping the children learn the appropriate behavior in the classroom; and
- helping teachers work more successfully with "the behavior problem" in the class who appears to be unreachable.

The Assertive Discipline Inservice Package contains six segments which serve as the foundations for the workshop sessions. Program consultants or school personnel trained in the Assertive Discipline process conduct the following one-hour training sessions for teachers:

- Session One: What Is Assertive Discipline
- Session Two: Roadblocks to Assertive Discipline
- Session Three: Limit Setting in the Classroom
- Session Four: Positive Assertions
- Session Five: How to Start the First Day and Schoolwide Discipline
- Session Six: Follow Up

Sessions One to Five are packaged into a one-day workshop, and each includes a film, discussions and questions, and a worksheet and reading assignment. The last session, Follow Up, focuses on assisting the participants in evaluating their use of Assertive Discipline skills in their classrooms and, ideally, should not be conducted until participants have had at least one full week of experience using the skills learned in Sessions One to Five.

Initiation Date

Assertive Discipline is an outgrowth of experiments conducted with teachers during the mid-1970s. These experiments incorporated the use of some basic Assertion Training skills in existing courses for teachers. The outcomes provided the incentive for modifying further Assertion Training skills to meet the special needs of classroom teachers. The end result was the development of the Assertive Discipline model.

Accomplishments of the Program

Developers of the Assertive Discipline model report that "the response by the educational community has been phenomenal." So many requests for workshops were generated throughout the state of California (where the program originated) that the program developers designed a complete training package which is now available to assist the classroom teacher in learning and implementing Assertive Discipline skills in the classroom.

Costs

There are several Assertive Discipline materials available, including:

- The textbook -- Assertive Discipline: A Take-Charge Approach for Today's Educator - $6.95;
- Assertive Discipline: Competency-Based Resource Materials and Guidelines Workbook - $6.95;
- Assertive Discipline: Follow-Up Guide - $6.95;
- Assertive Discipline Teacher Kit -- includes one text, one resource materials workbook, one follow-up guide, two cassette tapes of Lee Canter presenting the Assertive Discipline Workshop, one poster-size visual aid, and one step-by-step teacher guide to assist in program implementation - $34.95; and
- Assertive Discipline Workshops -- Basic Assertive Discipline Workshop, Assertive Discipline Follow-Up Workshop, Assertive Discipline Administrator Seminar, and Assertive Discipline for Parents Workshop - specific prices are available from the developers.

For More Information

To receive additional information and materials, contact:

Canter and Associates
P.O. Box 64517
Los Angeles, CA 90064

or

Robinson Educational Services
P.O. Box 123
Brookfield Center, CT 06805
(203) 775-1946

CENTRAL BUCKS SCHOOL DISTRICT ALTERNATIVE PROGRAM

Description

The Central Bucks School District Alternative Program in Pennsylvania is a junior high school program for disruptive students in grades 7, 8, 9, and 10 who become alienated from school and who will be the actual or mental dropouts in high school. The school was created specifically for those students for whom the junior high school had totally exhausted its usual range of educational and disciplinary resources -- for that small percentage of students who cannot be positively motivated, effectively controlled, or productively retained in a regular school program.

Students who exhibit the previously noted characteristics must be referred by both their counselor and administrator to the child study team. This team, made up of an administrator, counselor, psychologist, social worker, and a regular and alternative teacher, reviews the student's record and gathers additional information to make a determination concerning placement. A primary consideration in arriving at a decision is agreement by team members that the school has exhausted its regular options in dealing with the referred student. Once referred to the alternative school, a committee of administrators, alternative school staff, social workers, psychologist, and pupil personnel services director determine the timetable for entering.

For the alternative school to be as different as possible from conventional school programs, it has been located in a former elementary school away from any of the other schools in the district. In that way, the rules and organization of the school can be completely innovative and appropriate only to the program. The program is staffed by three teachers, whose certifications cover the major and several added subject areas, and a teacher aide. Enrollment in the alternative school does not exceed 25 students so that the classwork can be individualized.

There is a required three-day visit for students before they join the alternative program to insure their voluntary attendance. Prior to entering the program, the student is administered certain achievement tests, diagnostic instruments in reading and math, and a measure of self-concept. These form the basis for developing an educational prescription for the student, serve as a method of checking on progress, and with subsequent post-test administrations, determine the overall effectiveness of the program.

The instructional component of the program follows a diagnostic-prescriptive approach and emphasizes basic skills. Instruction in core areas is accomplished in tutorial or small-group teaching situations. In addition to the strong academic component, a concerted program of behavioral emphasis also takes place. Behavior is monitored and structured through a reality therapy approach, which incorporates several reward levels earned by appropriate behavior. In this system, responsible behavior is rewarded by a system of rewards and special privileges related to the level earned, which in turn, is keyed to a time span in which responsible behavior has been maintained.

An effort is made to create a strong, caring relationship between staff and students, which facilitates teacher and peer counseling activities as part of the regular daily program of the school. All students are visited by their home school counselor to allow students to maintain contact with their regular school and to receive counseling and information related to special problems or concerns of the student. In this way, when the student is ready to terminate the program, the home school counselor will play the key role in integrating the student back into the regular school.

Initiation Date

The Central Bucks School District Alternative Program was implemented in 1975.

Accomplishments of the Program

Follow-up studies of attendees show good progress of students who return to senior high school. For example, some 60 percent of the first-year admissions reached their senior year in high school. Approximately 10 percent of that group dropped out at the end of 9th grade, 25 percent dropped out in grades 10 and 11, and 5 percent moved to other districts. Also, attendance data consistently improve in the alternative school. Pupil progress, as measured by grades and tests, improves significantly, as well.

Costs

While no figures are available from the district on the yearly operational costs of the school, the following items should be considered:

- salaries for three teachers,
- salaries for administrative and support personnel,
- teaching materials, and
- related building maintenance expenses.

For More Information

To obtain additional information about the alternative program, contact:

Dr. Robert Laws
Director Pupil Personnel Services
Central Bucks School District
315 West State Street
Doylestown, PA 18901
(215) 345-1400

CONFLICT RESOLUTION:
A GROUP COUNSELING MODEL

Description

The Conflict Resolution Model of Pioneer High School in Whittier, California, is an intensive, positive approach to integrating gang members into school life and providing them with a successful school experience. The program, which strives to achieve desirable, long-term, and far-reaching results and have an optimum effect on overall school climate, has six primary objectives:

- overall improvement of the school learning environment;
- elimination of confrontations on the campus between members of different neighborhood groups;
- elimination of gang intimidation of students;
- assimilation of gang-oriented students into the mainstream — academically, extracurricularly, and socially;
- facilitation of a better relationship between students and staff; and
- assisting parents of gang-involved students to get back in charge of their children.

Several components of the program attack the problem of gangs from a variety of fronts. For example, there is:

- inservicing the staff concerning the problem and providing as much knowledge as possible about the dynamics related to gang involvement;
- discussing the program with campus student leaders and soliciting their support for the objectives;
- establishing security around the perimeter of the campus during critical time periods of the school day through the use of an off-duty law enforcement officer;
- developing an alert supervision schedule that is used in the event that the school is warned about the possibility of antagonistic gang members coming on campus;
- identifying all known gang members on campus and providing this list (with nicknames) to members of the staff;

- hiring the necessary number of classified (non-teacher) campus student personnel aides to help supervise the campus by monitoring behavior, counseling students, helping to enforce the tardy and truancy policies, providing information, making sure that students are in their classrooms, and involving them in enforcing policies related to the use of mood-modifying substances;

- installing a decorative fence (wrought iron rather than chain link) between campus buildings where gates can be locked at night to reduce the acts of vandalism;

- maintaining a regular program where graffiti is painted out or removed as soon as possible after it appears;

- establishing an open line of communication with the local law enforcement agency so that useful information can be shared and mutual support can be developed;

- establishing a parenting class for the purpose of helping parents deal effectively with their children and divert them from involvement with gangs; and

- establishing a boys' and girls' council on campus made up of representatives of the various gangs.

This model is based on the premise that as gang members receive positive reinforcement for acceptable behavior and develop more positive self images, their attitudes, appearances, and behaviors will change.

Initiation Date

The model described in this material was developed in 1979. It is a replication of a program in another school in the district that had problems similar to those at Pioneer High School.

Accomplishments of the Program

When the Conflict Resolution Model was introduced to Pioneer High School, some 100 gang-oriented students were seriously disrupting the normal operations of the school on a regular basis. Since its inception, the number of students involved in gangs has been reduced by two-thirds, and the dress and behavior of those who do identify with neighborhood gangs have changed so dramatically that it is difficult to identify their turfs on campus. The Boys' and Girls' Councils, which meet weekly with Pioneer High School staff, sponsor school dances, car washes, weekend retreats, and amusement trips. In addition, many of these students have become involved in athletics and other school activities. Most importantly, since 1979, the school has not experienced a single gang-related incident, and the gang members are well accepted by the student body.

Costs

A budget for the Conflict Resolution Model is not available. However, the following items should be considered:

- costs for security during critical time periods during the school day,
- costs for personnel aides to help supervise the school campus,
- costs for the installation of a decorative fence to reduce incidences of vandalism, and
- costs for staff, curriculum, and materials for a class to help parents deal effectively with their children.

For More Information

The contact person at Pioneer High School is:

Robert L. Eicholtz
Principal
Pioneer High School
Whittier Union School District
10800 Benavon Street
Whittier, CA 90606
(213) 698-8121

NEW HEIGHTS EXPERIENCE

Description

The New Heights Experience at Niskayuna High School in Niskayuna, New York, offers assistance to students who need to acquire a more positive self-image, a greater degree of self-confidence, and more of a commitment to their academic performance. The experience, which is similar to the Outward Bound Program, is offered each year to 12 sophomores and juniors with the expectation that the following outcomes will be realized:

- improved academic performance;
- improved attendance in school;
- greater participation in school-related activities;
- more positive social interactions with peers and adults;
- improved self-confidence, self-esteem, and commitment to tasks;
- more frequent contacts with students from other segments of the school;
- return of service to the community; and
- development of leadership abilities.

The New Heights Experience is coordinated by the school psychologist who gathers all necessary permission and medical forms and participates in all aspects of the program. Three other faculty members assist the project coordinator by participating in the five-day experience and assuming the follow-up responsibilities.

Group meetings are held prior to the actual experience to explain the nature and purpose of the experience, explain equipment requirements, have required forms completed, establish group cohesion, and explain the 10-hour community service requirement. The five-day New Heights Experience is conducted at the Pok-O-Macready Outdoor Education Center in Willsboro, New York. The center provides meals, equipment, and several guides who are expert in hiking and survival in the wilderness. While at the camp, students take part in an outdoor education that includes group dynamic games, hiking, survival techniques, food preparation, rock climbing, and so forth. At the end of the trip, students are asked to write a brief statement that describes their feelings about the experience.

Three follow-up activities provide an extended life to the five-day experience. One activity is student monitoring through direct student-teacher contacts and through the collection of data on course grades, attendance records, and so forth. Another activity is the Parent Night and Slide Show which is held one month after the trip and is organized and conducted by the students who participated (with assistance from a faculty member). The third

activity is the 10-hour community service experience that is monitored by a faculty member. In the past, students have fulfilled this requirement by donating time to organizations such as Wildwood School, March of Dimes Walkathon, Easter Seals, Special Olympics, and the town of Niskayuna.

Initiation Date

The New Heights Experience, formerly the Outward Bound Experience, has been provided to sophomores and juniors at Niskayuna High School since 1980.

Accomplishments of the Program

End-of-the-year reports on the New Heights Experience label the program "a success." Participating faculty and students alike praise the program and recommend that it be continued each year. This program has also received "overwhelming support" from organizations in the community. Funding is a critical issue, and many groups including the Women's League of the First Reformed Church, the Niskayuna Rotary, Niskayuna's Lion's Club, and the Niskayuna High Schools Parent-Teachers Association have been generous in their financial support of the program.

Costs

Specific costs identified include:

• 12 students at $120 per student	$1440.00
• 1 van rental	250.00
• mileage for 1 car at $0.20 per mile x 300 miles	60.00
• food expenses	60.00
• miscellaneous	50.00
	$1860.00

In addition, resources must be allocated for:

- three days' regular salary for New Heights Experience teachers,
- substitute teachers for two days (the experience is conducted from Wednesday evening through Sunday), and
- two days' release time for teachers who attend the experience.

For More Information

To obtain additional information about the New Heights Experience, contact:

Victor T. Greco
Certified School Psychologist
Niskayuna High School
1626 Balltown Road
Niskayuna, NY 12309
(518) 382-2511

PROJECT RESPECT

Description

Project Respect is a peer helping program in the Bayonne Public Schools in Bayonne, New Jersey. The program is designed to involve students in the educational and social process of the school system by helping students develop a high degree of self-respect, respect for each other, and respect for the school environment. The curriculum model introduces students to a process for dealing with alienation and anti-social behavior by asking them to:

- identify the symptom of alienation they wish to address,
- assess the degree to which the symptoms exist within themselves,
- reduce the symptoms within themselves, and
- reduce the symptoms within fellow students and the school environment.

The curriculum teaches students 20 peer helping skills they can use to help one another deal positively with situations in and out of school. These skills are grouped into the following five clusters:

- attending -- listening, paraphrasing, reading nonverbal messages;
- clarifying -- by questions, hunches, emphasis, sharing similar experiences;
- facilitating -- group task completion, team building, showing concern for group members;
- confronting -- criticizing without judging; and
- activating -- defining the problem, defining the objective, and organizing the action plan and alternatives.

Project Respect can be implemented in one academic year. Initially, teachers are recruited according to criteria that emphasize rapport with students and motivation to learn new skills. Then after the first 10 hours of inservice training, teachers can begin selecting peer helpers to participate in the student training.

Student participants are selected by a variety of processes, including sociograms completed by them, questionnaires, and teacher-principal input. Those chosen meet once a week for approximately 45 to 60 minutes. Each session begins with a a five-minute ice breaker that is followed by a demonstration of how to use a skill. Next, students break up into groups of three to practice the skill that the teacher demonstrated. Each session closes with a group rap and critique where participants talk about any difficulties they experienced or about any topic important to the group.

One important part of Project Respect is a 48-hour workshop, preferably held away from the school. Here students and staff interact in a relaxed fashion and concentrate on the more advanced Project Respect skills. By the end of the field experience, an action plan is developed for a project that can be implemented back at the school. Some of the ideas developed have reduced school vandalism, beautified school environments, increased multicultural awareness and appreciation, and implemented cross-age tutoring.

Project Respect extends year round from October to May and encompasses approximately 300 students districtwide -- 200 from sixth through eighth grades and 100 high school students.

Initiation Date

Project Respect has been operating in the Bayonne Public Schools since 1977.

Accomplishments of the Program

Project Respect has helped Bayonne educators expand their educational horizons beyond the basics in order to see students as participants in the educational process, as opposed to just objects of instructional techniques and subjects of disciplinary rules. This curriculum has provided one way of tapping into student energy to build self-respect and to create a sharing and caring school environment. Bayonne's program has been widely disseminated at state and national workshops. Articles have been published in state and national educational journals. And WOR-TV has featured it on its television series, "That's the Spirit."

Costs

Staff training workshops are available to assist districts interested in adopting Project Respect. Costs for training services can be obtained by contacting the district directly. Other program materials that are available include:

- a 143-page manual for administrators and staff that explains the supervisory guidelines and training techniques necessary for successful adoption of the program, and
- a 96-page student skill workbook that teaches students the 20 effective communication skills.

Costs for the complete package of program materials is $49.95.

For More Information

To obtain additional information about Project Respect, contact:

James Wasser
Director of Peer Programs
Bayonne Board of Education
Avenue A and 29th Street
Bayonne, NJ 07002

TEACHING INDIVIDUALS POSITIVE SOLUTIONS
TEACHING INDIVIDUALS PROTECTIVE STRATEGIES (TIPS)

Description

TIPS is a structured approach to teaching students in grades K to eight how to positively resolve conflict, resist crime, and protect themselves and their property. The goals of the program are to promote and maintain positive student attitudes and behaviors while teaching students to responsibly insure the safety and welfare of themselves and others. The program, which was initiated by a request from the director of the Federal Bureau of Investigation to translate the concept of crime resistance into an educational program, includes a 10-week intervention curriculum aimed at both the perpetrators and victims of crime.

Each grade-level curriculum is contained in a single manual that includes instructions for use, teacher information, reproducible student worksheets, and suggested supplemental information. Topics covered include positive conflict resolution; respect for rules, laws, and authority; responsibility; and strategies in crime resistance. TIPS can be taught as a mini-course, a supplement to existing courses, an interdisciplinary unit, and as a focus for small-group discussion. The program can be replicated by an individual teacher, a school, or an entire district. While TIPS requires one day of staff training, monitoring of implementation, and evaluation of impact, it calls for no additional facilities, equipment, or personnel requirements.

Initiation Date

TIPS was developed in 1976 and was validated by the Virginia State Department of Education in 1979.

Accomplishments of the Program

TIPS has been approved by the U.S. Department of Education's Joint Dissemination Review Panel and is included in the National Diffusion Network's catalog of "exemplary programs."

Costs

Generally the costs associated with TIPS are minimal. Awareness materials are available at no cost, teacher booklets with student worksheets are $5.00, and the staff training fees are negotiable.

For More Information

- The TIPS contact person is:

Loreli Damron
Project TIPS
Jefferson Annex
Fourth Street N.W.
Charlottesville, VA 22901
(804) 293-5179

TIME OUT ROOM PROGRAM

Description

The Time Out Room Program (TOR) at Northport High School in Northport, New York, is an alternative educational environment which focuses on helping students develop self-discipline and learn how to keep up with academic responsibilities. The concept was borrowed from the athletic notion of time out which is understood by athletes as an opportunity to take a moment to talk to coaches, team players, or even themselves. At Northport, this philosophy has been expanded to the academic world in the form of the TOR so that dysfunctional students can succeed in a positive school environment.

In the TOR, students have an opportunity to talk out problems. The student is helped with forecasting consequences, exploring alternatives, making decisions, and developing specific plans which frequently lead to a more productive behavior in the student's regular classes. An emphasis is placed upon returning students to their regular classes as quickly as they can develop a plan to resolve their difficulties. Administrators, counselors, teachers, and parents are informed of the progress students make while they are in the TOR.

TOR is staffed by two faculty members, one who has a master's in social work and another who is a certified English teacher. Additional support is also provided by an aide. The responsibilities of the TOR staff are many. Specifically, they:

- assist students with developing the attitudes and skills that can lead to productive social behavior at school;
- interact with students individually or in groups to help them assume responsibility for their behavior;
- encourage students to complete their daily tasks or assignments and make instructional assistance and/or peer tutoring available as needed;
- consult with associate/assistant principals, teachers, and guidance counselors to help determine the length of stay for students referred for more than one class period;
- keep current records of all students who report to the TOR on a daily log sheet;
- maintain discipline in the TOR with consideration given to the unique purpose of the room;
- help students by monitoring their attendance in all classes;
- provide a short written or oral communication to teachers about the student's activities and expressed attitude while in the TOR; and
- obtain work from teachers for students assigned to the TOR.

Students who engage in dysfunctional behaviors such as excessive tardiness, class cutting, truancy, fighting, insubordination, vandalism, and so forth become the clients of the TOR Program. Those with minor infractions report for just one or two periods. Others on in-house suspension attend for one or two days and receive tutoring, group counseling, personal attention, and a quiet place to work.

Initiation Date

The TOR Program began in 1980.

Accomplishments of the Program

Progress reports show both significant increases in TOR offerings and decreases in out-of-school suspensions, which suggest that the TOR Program is viewed as a unified effort among teachers, counselors, and administrators to minimize home suspensions and maximize in-school support systems for troubled students. Reports also reflect an impressive number of self-referrals with substantial increases from year to year.

Costs

The cost for the TOR Program is the salaries for two teachers and one aide.

For More Information

To obtain additional information about the TOR Program, contact:

Merle Levine
Principal
Northport High School
Laurel Hill Road
Northport, NY 11768
(516) 261-9000

SECTION TWO: DRUGS AND ALCOHOL

This section includes descriptions of:

- a drug and alcohol abuse center (NJ),
- a chemical health intervention program (NJ),
- a substance abuse prevention curriculum (WA),
- a registry of staff development programs on drug and alcohol abuse prevention (NJ),
- a national student organization (MA),
- a district's substance abuse education programs (VA), and
- a school's approach to solving student drug and alcohol abuse problems (CT).

THE BRIDGE

Description

The Bridge, Inc. of Caldwell, New Jersey, provides drug and alcohol abuse prevention services to 12-18 year-olds who are experiencing problems with family, school, or juvenile justice systems. The program uses a variety of approaches that includes inhouse programs and the outreach public school program. There is also a 24-hour crisis hotline associated with the Bridge, and indepth long-term treatment is available.

Bridge counselors work in surrounding senior and junior high schools providing direct counseling and outreach services. Clients or families are referred to the Bridge Substance Abuse Prevention Project by the counselors, other school personnel, and community agencies. A comprehensive assessment is used to determine the treatment needs of the client, and short-term (6-10 week) intervention programs that include services and activities best suited to the client are provided.

The post-intervention program provides for peer support through a group called "The Friends Club," organized by the school-based Bridge counselors to help students maintain the progress that has been made during intervention. Follow-up activities are also conducted periodically with law and other referral agencies.

Initiation Date

The Bridge was established in 1970 by concerned recovering alcoholics in the Caldwell, New Jersey, area.

Accomplishments of the Program

Since opening its doors some 15 years ago, the Bridge has expanded to include an additional office in Irvington, New Jersey. The traditional in-house programs have been supplemented by the outreach public school program which utilizes the services of Bridge counselors in area junior and senior high schools. The Bridge recently received approval from the state to expand its Caldwell office to include in-patient facilities. Fund-raising efforts are currently underway to raise money for this new initiative.

Costs

Fees for the counseling services are based on a sliding scale, and no one is turned away because of an inability to pay.

For More Information

The Bridge contact person is:

Edward A. Fox
Program Director
The Bridge
14 Park Avenue
Caldwell, NJ 07006
(201) 228-3000

CHEMICAL HEALTH AND INTERVENTION PROGRAM

Description

The Chemical Health and Intervention Program (CHIP) of the Union Township School District in Union, New Jersey, includes a K-12 prevention curriculum, a student intervention and referral component, and an employee assistance program. The program is managed by a full-time coordinator and secretary, and a part-time counselor is located in each of the district's two junior high schools. Brief descriptions of the components of CHIP are provided in the following paragraphs.

The first component, the Here's Looking at You, Two curriculum, is used in all of the district's schools. This curriculum, which was cited as a model program by the National Institute of Alcohol Abuse and Alcoholism, is a coordinated and sequential K-12 curriculum that is designed to achieve a cumulative effect over time. A detailed description of this substance abuse prevention curriculum is also included within this section.

The second component includes a variety of referral procedures. Students may personally seek assistance, or they may be referred by school administrators, staff members, or parents. Counseling, however, is required when students have been involved in drug or alcohol-related incidents.

The third component of CHIP is the district's Employee Assistance Program, which recognizes chemical dependency as a disease that can be treated and offers such assistance to school employees and staff. Policy statements explaining the program are circulated throughout the district, and employees and their families are encouraged to participate in rehabilitation and treatment through the CHIP program.

Initiation Date

CHIP was initiated in the Union Township School District in 1981.

Accomplishments of the Program

In its first two years of operation, CHIP provided direct counseling to 868 students as well as educational information to the combined junior and senior high school student body of 3,205. And after one year's use of the drug and alcohol curriculum, Here's Looking At You, Two, the board of education agreed to purchase more kits so that each grade level can have its own kit for use within each school building.

Costs

Program costs include salaries for the full-time coordinator and two part-time counselors, and the cost of curriculum materials.

For More Information

To acquire additional information about CHIP, contact:

Gordon R. LeMatty
CHIP Coordinator
Union High School
7 North Third Street
Union, NJ 07083
(201) 688-1200

HERE'S LOOKING AT YOU, TWO

Description

Here's Looking at You, Two is an alcohol and drug abuse prevention program developed in the Seattle School District in Seattle, Washington. The program is a coordinated curriculum for grades K-12 which includes a teacher training component; specific drug and alcohol information; high quality, easy to use materials; and a mechanism for evaluation.

The program provides increasingly sophisticated alcohol-related material at each grade level to match cognitive and affective student development. Curriculum materials emphasize the development of health coping skills and decision making, self-image improvement, and information skills. The program philosophy incorporates the belief that the incidence of alcohol and drug abuse problems among youth will decrease if youth have a great degree of self-esteem; are better able to cope with life problems; have current facts about alcohol, other drugs, and chemical dependency; and are more skilled in handling personal relationships.

The program, which may be used as a health education program or may be integrated into other subject area courses, is currently used in seven New Jersey districts: Toms River, Union Township, Manchester Township, Northern Valley Regional, East Windsor, Haddon Township, and Bucks County Township.

Initiation Date

Here's Looking at You, Two was developed in 1975.

Accomplishments of the Program

This comprehensive substance abuse program has been cited as a model program by the National Institute of Alcohol Abuse and Alcoholism and is currently implemented in 43 states and seven foreign countries.

Costs

The total cost for the curriculum, which includes a complete set of K-12 materials for the district, is $8,500. Prices for the individual grade-level package, which includes a teacher's guide, lesson plans, ditto masters, transparencies, film strips, video tape, cassettes, and charts, are available from The Comprehensive Health Education Foundation (see next page for address).

For More Information

Additional information may be obtained from an office of the National Council of Alcoholism or from the contact agency listed below:

National Council of Alcoholism
Ocean County Office
East County Line Road and Ridge Road
Lakewood, NJ 08701
(201) 367-5515

or

The Comprehensive Health
Education Foundation
20814 Pacific Highway South
Seattle, WA 98188
(206) 824-2907

NJEA PROFESSIONAL DEVELOPMENT INSTITUTE REGISTRY: DRUG AND ALCOHOL ABUSE PROGRAMS

Description

The New Jersey Education Association (NJEA) Professional Development Institute Registry is a talent bank of people with expertise in professional development areas who are willing to provide inservice training to school district personnel. The Registry yields experts on several topics including the drug and alcohol abuse programs highlighted below:

- Alcoholism, the Family Disease, with Implications for the School -- Facts, myths, and attitudes about alcohol and alcoholism; symptomology and identification of teenage alcoholics; chemical dependency as it affects the family system, children, job performance, and the school system; the psychological effects on the individual, the spouse, and the children; and prevention and intervention techniques and student assistance and employee assistance programs.

- Substance Abuse Prevention -- A workshop explaining how to motivate an entire community: school district, businesses, service organizations, non-profit organizations, and health departments to fight drug/alcohol abuses.

- Alcohol and Drugs -- Various presentations designed to address substance abuse among children and adolescents (i.e., prevention, intervention, programming development, and evaluation).

- Adolescent Compulsive Behavior -- Teenage drug and alcohol use as a disease; awareness and prevention programs for teachers, administrators, and parents.

- Drug and Alcohol Education and Training -- General awareness workshops; introduction to high quality alcohol/drug curricula; effective methods of identifying and helping drug affected students.

Associations, individuals, groups, organizations, school districts, or agencies can contact the NJEA Professional Development Institute to discuss their training need. NJEA staff then activate the Registry talent bank to match professional development needs with a list of approved experts. All other arrangements, such as availability, time, and travel commitments, are negotiated directly by the consultants and those with the training need.

Initiation Date

On November 14, 1981, the NJEA Delegate Assembly approved recommendations to establish the NJEA Professional Development Institute Registry. Since the fall of 1982, the Registry component has served as an umbrella for the delivery of professional development activities.

Accomplishments of the Program

The NJEA Professional Development Institute Registry now has a talent bank of 200 "experts" and 120 topics for workshops or presentations on course content, personal growth, and student development methods.

Costs

The Institute charges no fee for its brokering services, and many of the Registry consultants volunteer their services as well. However, some may request an honorarium or reimbursement for travel expenses.

For More Information

To learn more about these and other offerings of the NJEA Professional Development Institute, contact:

Margaret A. Lawlor
NJEA Professional Development Institute
180 West State Street
P.O. Box 1211
Trenton, NJ 08607
(609) 599-4561

STUDENTS AGAINST DRIVING DRUNK (SADD)

Description

The SADD Program is a national organization designed to educate high school students about the problem of drinking and driving and to help each student become aware of the alcohol problem as it exists on the local, state, and national level.

The program -- the first of its kind to involve the school, the community, and the home in public awareness and community spirit to combat the drinking-driving issue -- has four major goals:

- to help eliminate the drunk driver and save lives,
- to alert high school students to the dangers of drinking and driving,
- to conduct community alcohol awareness programs, and
- to organize peer counseling programs to help students who may have concerns about alcohol.

To implement the SADD goals, a three-step approach, focusing on the school, the home, and the community, has been developed. The first part of Step One is accomplished by offering the school system a 15-day course of study directed toward the dangers of drinking and driving. This course may be implemented in Health Education, Driver Education, or Physical Education courses. The second part of Step One is to organize the entire student body into a SADD chapter in the school. This chapter works to inform students, parents, and the community about the issues of drinking and driving and makes students aware of the local, state, and national alcohol problem.

Step Two is an especially critical segment of SADD that involves a contract entered into by parents and students. Students pledge to call parents for advice or transportation at any hour, from any place, if they are ever in a situation where they have had too much to drink. The parents, in turn, agree to provide transportation home, or taxi fare home, at any hour or from any place with no questions asked or argument given at that point. Discussion of the incident is saved for a later time. Additionally, parents agree to seek safe, sober transportation if they or the person driving them have had too much to drink.

Step Three deals with making the community aware and eliciting their support of the program. Several activities are developed by SADD members to implement this third component.

Initiation Date

SADD was developed in September 1981 by Robert Anastas, then director of Health Education at Wayland High School in Wayland, Massachusetts. It

originally consisted of a series of 15 programs and included such speakers as lawyers, judges, police officers, highway safety and alcohol beverage commission officials, accident victims, and members of Mothers Against Drunk Drivers. A field trip to a penal institution to interview convicted offenders was also a part of the series. Student responses to this program were overwhelming -- statistics became real and students wanted to do something about the problem. In 1981, a group of students was formally organized and they called their group Students Against Driving Drunk.

Accomplishments of the Program

In Massachusetts, where the program originated, May 22, 1982, was proclaimed as SADD Day. This gave the program statewide attention and recognition. A week later, the 101 Day Safety Campaign -- from Memorial Day to Labor Day -- was also launched in Massachusetts. SADD was elevated to the national level in September 1982 when the founder was invited to address the Presidential Commission on Drunk Driving. Since then, financial support from the public and private sectors has enabled the program to spread to all 50 states and Canada.

Costs

Costs for implementing SADD are minimal. A 40-page handbook which includes the curriculum guide, lesson plans, the SADD contract, suggested activities, and related program facts costs $2.00. There is no membership fee and the only other costs are for fund raising items and movies, both of which are promoted in the SADD handbook.

For More Information

To receive additional information and material contact:

SADD
P.O. Box 800
Marlboro, MA 01752
(617) 481-3568

UPPER ST. CLAIR PUBLIC SCHOOLS
ALCOHOL AND DRUG ABUSE EDUCATION PROGRAMS

Description

The Upper St. Clair School District in Upper St. Clair, Pennsylvania, has a multi-faceted approach to dealing with student substance abuse. This approach was developed after a series of problems erupted causing parents and the district to blame each other for the children's substance abuse problems. A new superintendent helped the district focus its attention on two major goals to unite the schools with the community and to use the many talents to combat the substance abuse problems. The district's goals are:

- to bring parent volunteers into the schools so that they can see what is going on, and

- to get parents to understand the schools through such means as videotaped segments of high school activities played on a local cable channel.

The district began its work on the drug and alcohol abuse programs by inviting a superintendent from a district with similar problems to share his ideas and his district's approach to implementing a substance abuse program. A citizen's steering committee was later established to provide additional input, and a few months later a substance abuse packet was distributed door-to-door throughout the community. Several teachers and community members participated in a National Training Institute Program on substance abuse and subsequently shared in developing or enhancing school and community programs. The following list provides a brief description of some of the Upper St. Clair projects:

- Youth Steering Committee -- This group was established by joint action of the Board of School Directors and the Township Commissioners. Membership on the committee is made through joint appointment of both governing bodies. The purpose of the Youth Steering Committee is to provide alternative activities for youth in the community. It serves as a catalyst for new programs and establishes a network among existing activities. The National Training Institute provided extensive technical assistance to help this body develop many of the programs mentioned below.

- High School Commons -- This project, which was implemented by the Student Council, provided students with a place to gather and relax during unscheduled time throughout the day.

- Middle School Schedule -- By adding a structured activity period in the middle of the day following a shortened lunch period, mid-day behavioral problems have been sharply reduced.

- Middle School Grouping -- A new method of grouping students heterogeneously has helped remove the stigma many students and their families felt in the former system.

- Student Support System -- The high school guidance staff initiated a student assistance program that provides support services to students who are referred by the faculty.

- Student Helpers and Resource Persons -- A two-day training program was given to 40 high school peer counselors using the National Training Institute leadership techniques. This produced six action groups of students who provide orientation services to new and middle school students, assist with community projects, and give support to students in need.

- Together in Parenting -- This 12-hour workshop for parents on drug and alcohol awareness is provided by the Parent-Teacher Association Council.

- Support Groups -- Two counselors trained in National Training Institute methods have used the training to create effective support activities for students returning from chemical dependency treatment and for students concerned about their own or another's usage.

- Athens -- This is an early intervention program that is conducted off campus for three days. It is aimed at students who have experienced some type of inschool behavioral problem connected with drug or alcohol abuse.

- Teacher Inservice -- About two-thirds of the Upper St. Clair faculty have participated in a one-day inservice program that deals with drug and alcohol awareness, the school's role, and available resources in the community.

- Chemical People Night -- This program, which is a follow-up to the National Chemical People Program, was directed by a trainer from the National Training Institute and was sponsored by the Youth Steering Committee and the local task force on drugs and alcohol. Out of this activity, five action groups were formed that now sponsor some of the district's drug and alcohol abuse programs.

- March March -- The Youth Steering Committee recruited 150 volunteers to distribute literature to every home in the township on Saturday, March 17, 1984. The literature gave information on the extent and nature of the adolescent chemical misuse, instructions and hints for individuals who may come into direct contact with the problem, and lists of resources available to community members who may be seeking assistance. Continued distribution is being done through the Welcome Wagon Program and through other service clubs in the community.

- Parents at Lunch -- This is a program aimed at increasing self-esteem in elementary students and promoting positive communication among parents and children. Throughout the second semester, elementary students invite their parents to have lunch with them. This can happen any day; the student simply informs the school when they are coming. Parents eat lunch with their children and friends in the school's Nutrition Center.

- Middle School Overnight -- In an attempt to promote better communication among middle school students and their parents, an orientation program is conducted overnight at the high school. National Training Institute techniques make up the bulk of the night's activities. Admission for the student is the attendance of one parent.

- Town Lunch -- This picnic, which is sponsored by the Youth Steering Committee, is an occasion to publicly recognize citizens and district employees who give time and energy to support drug and alcohol efforts and programs in behalf of the Upper St. Clair youths.

- Community Day -- Community Day is a township celebration co-sponsored by the high school Student Council and the municipal government to generate better community spirit. It is a day-long festivity involving parades, games, activities, food, and displays.

- Useful Sharing Coupons -- This coupon book is designed to promote better communication between parents and children. Each activity requires the parent and the child to set aside 20 minutes for a special sharing event, and either the parent or the child can initiate an activity. The coupon book was created by the Elementary Drug and Alcohol Task Force and was underwritten by the Youth Steering Committee. The coupon book is distributed to parents during the elementary school open-house nights.

- Friday Night Socials -- After each home Friday night athletic event, socials are held in the high school commons area for high school students.

Initiation Date

The district became interested in dealing with the substance abuse problems in Upper St. Clair in 1980, and the activities previously mentioned are outgrowths of the commitment shared by both the district and the community.

Accomplishments of the Program

Under the auspices of the National Training Institute, some 80 people have received training to support this district-wide initiative. In turn, those trained have recruited and turn-key trained over 350 community residents and 50 faculty members to take part in the various action programs listed above. Collectively, over 1,500 volunteer hours have been spent providing services and activities to youth in the community. And the results are being realized in reductions in vandalism, student/faculty confrontations, behavior disorders, and incidences of substance abuse. Program reports also note increases in student self-esteem, parental involvement, and overall support by community members.

Costs

Costs for implementing this multi-faceted program are described below in conjunction with the corresponding projects they support:

- High School Commons -- $20,000 received from the school board;
- Teacher Inservice -- $17,000 funded by a grant from the Frick Foundation; and
- Youth Steering Committee funds -- No specific dollar amounts are available, but support has been provided for the Chemical People Night, the Middle School Overnight, Community Day, and the Town Lunch.

Additional financial support is generated through donations from the Consolidated Coal Company, Blue Cross/Blue Shield, PPG Industries, and the St. Regis Paper Cooperative.

For More Information

The contact person for this Upper St. Clair program is:

Robert Mueller
Coordinator
Drug and Alcohol Programs
Upper St. Clair Public Schools
1820 McLaughlin Run Road
Upper St. Clair, PA 15241
(412) 833-1600

THE WILTON HIGH SCHOOL DRUG AND ALCOHOL ABUSE PROGRAMS

Description

The Drug and Alcohol Abuse Programs at Wilton High School in Wilton, Connecticut, are outgrowths of cooperative efforts of both the school and its community to find solutions to the drug and alcohol abuse problems. Initial work began several years ago when an increase in drug and alcohol problems at the school prompted public awareness meetings to discuss the issue. Since then, many community-based programs have been implemented. Among these are the Safe-Ride Program and the Wilton Youth Action Program.

The Safe-Ride Program is a student assistance program involving parents who provide weekend rides for students who need transportation because they may be drinking and, therefore, shouldn't be driving. The Wilton Youth Action Program is comprised of parents and students and offers alternative activities for young people, like picnics, dances, and lectures from pertinent guest speakers. This group also subscribes to a safe homes policy which calls for parents to pledge that they will not allow drugs or alcohol in their homes while young people are participating in activities.

The Crisis Resource Team is a school-based group consisting of the nurse, the psychologist, the social worker, counselors, and an administrator. The team offers help to families in need and provides such diverse functions as securing food for impoverished families, privately notifying faculty of a family crisis that affects a student, and seeking specialized medical or psychological services upon request.

A school outreach person is also available to provide assistance to students in need. This school staff member "works the streets," works with families, and serves as a link between the school and the community.

Wilton High School also offers student stress reduction workshops, a suicide prevention program, and a curriculum focusing on adolescent problems. For students who are burdened with financial pressures, there is the Alternative Youth Program, which provides school at night and permits students to work during the day. This program helps students structure their lives and at the same time reduces the pressures caused by inadequate financial resources.

Initiation Date

The public awareness meetings that brought about the cooperative problem solving began in 1979.

Accomplishments of the Program

The public awareness meetings and the resulting activities have united the school and the community to work cooperatively to find solutions to problems that affect the community's children. This is viewed by the school and its community as a major accomplishment of the program.

Costs

Many of the Wilton High School projects are supported by parents and other community members who volunteer their services to the school. Other in-school programs require minimal funds to support staff release time, workshop materials, and so forth.

For More Information

To obtain additional information about Wilton's Drug and Alcohol Abuse Programs, contact:

Dr. Donald D. Holt
Principal
Wilton High School
395 Danbury Road
Wilton, CT
(203) 762-0381

SECTION THREE: STUDENT ACHIEVEMENT

This section includes descriptions of:

- a content- and time-management program that emphasizes student achievement (PA), and
- a district's study skills program (OH),
- an academic achievement program (CA),
- a teacher's peer supervision program to improve classroom instruction (DC),
- a study and tutoring center (OH),
- a set of instructional techniques that support student-team learning (MD),
- a staff development program on teacher expectations and student achievement (CA).

ACHIEVEMENT DIRECTED LEADERSHIP

Description

Researchers and developers at Research for Better Schools (RBS), the Mid-Atlantic educational laboratory in Philadelphia, Pennsylvania, have turned their knowledge about effective classrooms, schools, and school districts into a school improvement program. Achievement Directed Leadership is a staff development program aimed at helping teachers, principals, and district leadership use this knowledge to improve schools.

Achievement Directed Leadership training is based on research findings indicating that students who have knowledge that helps them learn new content and who spend an adequate amount of time successfully covering, mastering, and reviewing content on which they will be tested, are likely to perform better on year-end achievement tests than students who do not act this way. Consequently, Achievement Directed Leadership encourages educators to give special attention to these student variables:

- prior learning -- the knowledge that students have or acquire that will help their learning of new subject matter;
- student engaged time -- the amount of time students actually spend on assigned learning tasks;
- coverage of criterion content -- students' opportunity to learn the content on which they will be tested; and
- academic performance -- student success with daily learning tasks. mastery of content units, and review of newly learned subject matter.

The Achievement Directed Leadership Program includes an orientation and three training components -- Managing Instructional Content, Managing Instructional Time, and Participatory Supervision -- that are disseminated through training/implementation institutes. Research for Better Schools' staff members use training/implementation institutes to build the capacity for implementing and sustaining Achievement Directed Leadership through all levels of a district.

Institutes are usually conducted for district administrators or state and regional educational staff who support the district-level activities. Achievement Directed Leadership training follows the top-down, turn-key training model whereby "external linkers" train the district leadership who in turn train the principals who then train their teachers.

Initiation Date

During the late 1970s, RBS staff initiated ADL with educational agencies and pilot districts in Delaware, New Jersey, and Pennsylvania.

Accomplishments of the Program

For Achievement Directed Leadership developers, the New Brunswick, New Jersey, school district represents one of the most evident successes. In 1981, a new superintendent took on the challenge of improving student test scores by the end of the 1982-83 school year. Achievement Directed Leadership was the program he selected to help him meet that challenge. For the district leadership, the program provided a way of focusing and coordinating the improvement of instruction across the whole district. Major accomplishments were the creation of a curriculum mapping guide, the training of principals as instructional leaders, and the establishment of a common vocabulary throughout the district. Most importantly, according to data collected by RBS and the district's Test Analysis Task Force, at least 10 percent more of the students achieved mastery of grade-level skills in math and reading in 1982 than in 1981.

Costs

The program is tailored for individual districts; costs are dependent on the materials and services provided. RBS' fee for training workshops is $800 per day.

For More Information

To learn more about the program components, program outcomes, and institute costs, contact:

David C. Helms
Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123
(215) 574-9300

LEARN TO LEARN: WORK HABITS AND STUDY SKILLS FOR K-12

Description

The Shaker Heights School District in Shaker Heights, Ohio, has developed a course of study and materials on work habits and study skills that supports the learning of all students. Learn to Learn: Work Habits and Study Skills for K-12 ensures a degree of consistency in the work habits encouraged and in the study skills taught to students at all grade levels.

Learn to Learn identifies 10 work habits and study skills objectives that are an integrated part of every subject within the K-12 curriculum. These objectives require students to:

- Organize -- to plan, arrange, and establish routines.
  - -- Plan short- and long-term schedules.
  - -- Establish and maintain a well-equipped study area.

- Listen -- to acquire information.
  - -- Recognize main points and details.
  - -- Pose questions for clarification.
  - -- Practice courteous reactions to those speaking.

- Follow directions -- to perform tasks and complete assignments.
  - -- Follow oral directions.
  - -- Follow written directions.

- Use book parts -- prior to reading.
  - -- Use title, table of contents, boldface headings, and so forth to get an overview of information.
  - -- Use different types of resources and select material based on content, style, and level of difficulty.

- Use SQ3R -- to get an overview of reading assignments.
  - -- Survey, question, read, recite, and review.
  - -- Use SQ3R on different types of reading material.

- Take notes -- to focus on specific information.
  - -- Record and transcribe accurately.
  - -- Write down main points in material read and heard.
  - -- Underline effectively.
  - -- Summarize in your own words.
  - -- Recall information in notes.
  - -- Organize ideas and information.

- Memorize -- to recall information.
  - -- Practice techniques in remembering vocabulary, lists of information, formulas, songs, poems, and speeches.
  - -- Use several techniques to aid in memorization.

- Check work -- to correct errors and clarify meaning.
  -- Proofread all writing.
  -- Check accuracy in math and science.

- Take tests -- to evaluate learning.
  -- Follow test instructions.
  -- Understand types and purposes of tests.
  -- Understand test formats.
  -- Develop skill in preparing for specific test formats.
  -- Use tests for review.

- Use research skills -- to acquire information and knowledge from a variety of sources.
  -- Locate, select, analyze, interpret, evaluate, organize, and present information.
  -- Use critical reading, viewing, and listening skills.

Grade-level activities to support these objectives were established by the district's Learn to Learn Committee. These activities are specifically tailored, and, after they are introduced each fall, they are practiced, reviewed, and reinforced in every subject area during the entire school year.

Initiation Date

The Learn to Learn Committee was established in 1983 and assumed the major responsibility for developing the program. In 1985, program materials were disseminated to every teacher, student, and parent in the district. In the coming years, follow-up meetings will be conducted in every school building.

Accomplishments of the Program

Although it is too early to measure the program's impact, developers believe the effects will be widespread. Learn to Learn was designed to meet the needs of every student in the district. Through the program, teachers work to enable all students to reach their highest academic potential; develop a sense of responsibility, aspiration, and determination; provide routines to develop patience; and stimulate the habit of searching out and critically examining information. This course of study provides an initial plan that will enable students to continue learning throughout their lives and achieve their academic potential and goals.

Costs

The Learn to Learn Project was awarded a $7,000 grant from the Excellence in Education Program of the Ohio State Department of Education. This grant helped defray costs for program booklets, folders, posters, and teachers' salaries for summer developmental work. The district provided an additional $4,000 to cover the expenses that weren't supported by the grant.

For More Information

To learn more about the program, contact:

Dorothy Bruggeman
Chairperson
Learn to Learn Committee
Shaker Heights City School District
15600 Parkland Drive
Shaker Heights, OH 44120
(216) 921-1400

THE OMEGA ACADEMIC ACHIEVEMENT PROGRAM

Description

The Omega Academic Achievement Program is a "school-within-a-school" at Pioneer High School in Whittier, California. The Omega School is an expanded college preparatory curriculum that offers a rigorous academic program of honors classes and advanced placement and college courses to help honor students better prepare for college. The Omega program gives entering college freshmen an important edge in their undergraduate studies and the opportunity to do advanced preparation for their chosen fields of study.

The four components to this academic achievement program are the selection process, the course of study, program coordination, and support services. Each is discussed briefly in the paragraphs that follow.

Diagnostic tests are administered to eighth grade students, and those who achieve at least an 8.5 in reading and an 8.0 or higher in math are considered for participation. Application forms are completed by all interested students and returned to their homeroom teachers. Because of the possibility that some students may have been missed in this screening process, test data on current ninth graders are used to identify any additional students who should be included in the program. A meeting of interested students and their parents is held in early March, at which time the program and its requirements are discussed. In addition, parents, students, and counselors meet individually during summer orientation to discuss a four-year academic program.

Students are committed to successfully completing four years of English, three years of math, two years of science, at least two years of a foreign language, and three years of social studies as outlined in the college preparatory or the honors schedule. In addition, all students must complete one year of fine arts and one year of practical arts, plus meet the graduation requirements related to computer literacy. All Omega students are strongly encouraged to become involved in other academic enrichment programs like:

- the school year and summer programs sponsored by California State University at Long Beach;
- college classes;
- the University of Southern California's summer academic enrichment program; and
- summer school.

The assistant principals of guidance and curriculum oversee and coordinate the Omega Academic Achievement Program. Working with them are two program assistants whose duties include:

- developing a list of identified college preparatory students and distributing the list to the appropriate school personnel;

- maintaining the students' Omega files, which include a current transcript, activity information, involvement in enrichment programs, the student's current program, test data, and scholarship information;

- communicating with parents about student progress, the program, and special problems;

- meeting regularly with the College Core Council;

- meeting regularly with the Omega School staff for program scheduling, solving student problems, student selection, and so forth;

- working with the Omega School parent support group;

- coordinating fund raising activities; and

- coordinating the Academic Decathlon coaching team.

Because many students come to Pioneer High School deficient in basic skills and lacking information about college, a vital part of the program is the support services. These services are provided through the Guidance and Curriculum Divisions, the Library, the Career Center, and the Tutoring and Academic Study Center and include the following components:

- Each Omega staff member assumes responsibility for advising a group of Omega students.

- Students are closely monitored by counselors for four years. They provide support and encouragement and ensure that the prescribed curriculum is followed. A special file on each student is maintained in the Guidance Office. Assistance is provided to help students in the college selection process.

- Field trips to colleges of interest are conducted annually.

- Students are provided direct assistance with preparation for College Board exams, completion of college applications, completion of applications for grants and scholarships, and necessary fees.

- A tutoring center, staffed by college students, is available to all students.

- Students are assisted in gathering information about colleges and/or majors that are of interest to them.

- Students are taught how to communicate effectively.

- Students are introduced to enrichment opportunities such as the college academic enrichment programs, college courses, and advanced placement courses.

- Summer orientation for incoming ninth graders is conducted by counselors for the purpose of communication and programming. Parents are included in this conferencing.

- College representatives are scheduled to make presentations during the school year.

- A College Night for parents and students is scheduled annually. College representatives provide useful information, answer questions, and are available for individual conferencing.

- A Green Sheet that includes college information is published weekly by the Career Center and distributed school-wide.

- Students are encouraged to participate in contests, such as the Academic Decathlon, and are coached and prepared by a team of staff members.

- Teachers are inserviced in relation to their helping students to develop higher-level thinking skills. The model encompasses the thinking skills related to recall, process, and application.

- Students are involved in Omega School curriculum development and planning.

Initiation Date

The Omega program became an offering of Pioneer High School in 1979.

Accomplishments of the Program

When evaluated by a team of educators from the California State Department of Education, this program received an "excellent" rating. Its unique offerings for the 250 students enrolled are a model for other schools throughout the state. Another outcome of the Omega School is an increase in students attending post-secondary institutions. Program reports noted an increase from 32 percent to 47 percent during the first three years of the school's existence.

Costs

Salaries for nine teachers are allocated for the Omega School program.

For More Information

To obtain additional information about the Omega School, contact:

Robert L. Eicholtz
Principal
Pioneer High School
Whittier Union School District
10800 Benavon Street
Whittier, CA 90606
(213) 698-8121

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS

Descript on

Resident Supervisory Support for Teachers is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques. The program provides school personnel with training in concepts and strategies of school supervision and is appropriate for both elementary and secondary school teachers.

Participants are taught to use an adapted version of Robert Goldheimer's clinical supervisor model that includes these five implementation steps:

- pre-observation conference,
- classroom observation,
- analysis of observation data,
- post-observation conference, and
- post-conference analysis.

This model provides a mechanism for teachers to help other teachers, and it can be adopted by a school district or used by an individual school. It enables schools with limited resources to provide accessible and regular opportunities for instructional support and professional development for teachers.

Schools deciding to participate in the program are required to send an administrator and a minimum of two teachers to participate in an initial two-day training program. The teacher trainees use the clinical supervision process as a mechanism for providing instructional support for their peers. After a successful supervisory internship, selected trainees instruct additional teachers in supervisory strategies through inservice training. The inservice program consists of 30 classroom and 15 practicum hours, and it is an approved three-credit, recertification, and/or graduate-level course.

Program Initiation Date

The Resident Supervisory Support for Teachers Program was initiated in the Washington, DC, public schools in 1977.

Accomplishments of the Program

This program was approved by the U.S. Department of Education's Joint Dissemination Review Panel in October 1982 and is included in the National Diffusion Network's catalog of "exemplary programs."

Costs

Materials and supplies for inservice training cost approximately $50.00 and include a video training tape, an instructional film, an instructor's manual, a participant's handbook, transparencies, and copier paper. Training fees for project staff are negotiable, and training is available at the project site or at the school. Awareness materials are available at no cost.

For More Information

Additional information about this program can be obtained from:

Delores C. Carter
Certified Trainer
Resident Supervisory Support for Teachers
Shaed Elementary School
Lincoln Road and Douglas Street, N.E.
Washington, DC 20002
(202) 576-6052

THE SECONDARY STUDY AND TUTORING CENTER

Description

The Secondary Study and Tutoring Center of the Shaker Heights School District in Shaker Heights, Ohio, provides free tutoring to students in grades 7 to 12, Monday through Thursday from 4:00 p.m. to 7:30 p.m. No appointments are necessary, and students are welcome to receive tutoring services or simply come to study independently.

Tutor schedules and a center calendar are provided to every student and staff member at the beginning of each semester. Students using the center for the first time are counseled on how to most effectively use the schedule, and, when possible, are matched with the tutor who has both expertise in the subject and a compatible style. The tutoring services in mathematics, science, English, history, foreign languages, SAT preparation, and study skills are provided by teachers currently employed by the district, retired certified teachers, and college students who plan to enter education.

Students are encouraged to participate in the center's offerings, but no unwilling referrals from teachers or parents are accepted. It is the policy of the center to accept students who want the help because it is those students who will gain the most from the experience.

Initiation Date

The Secondary Study and Tutoring Center began offering services during the 1979-80 school year.

Accomplishments of the Program

Annual reports show an increase in usage over the three-year period. This increase is viewed as a tribute to the success of the program. In addition, 80 percent of the students who regularly used the center during previous years returned to continue studies.

Costs

The budget of the evening study center is approximately $20,000 per year (as reported in the second-year report) and includes allocations for salaries for an estimated 25 staff and materials for approximately 600 students.

For More Information

You can receive additional information about the Secondary Study and Tutoring Center by contacting:

Mr. C.A. Zimmerman
Principal
Shaker Heights High School
15911 Aldersyde Drive
Shaker Heights, OH 44120
(216) 921-1400

STUDENT TEAM LEARNING

Description

Student Team Learning (STL) is a set of instructional techniques that places students in four- or five-member heterogeneous learning teams to master basic skills. The process, most appropriate for students in grades 3-12, consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games Tournaments (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance.

In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The students' quiz scores are summed to form a team score which is later published in a weekly newsletter. TGT is similar to STAD except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become experts on topics related to narrative material they have read and teach these topics to their teammates.

STL can be implemented with the use of the teacher's manual and with teacher-made curriculum materials, or inexpensive materials in language arts and mathematics can be purchased.

Initiation Date

STL was developed during the mid 1970s and piloted in the Baltimore City School District in Baltimore, Maryland.

Accomplishments of the Program

The STL techniques, which are used in hundreds of schools throughout the country, have been approved by the U.S. Department of Education's Joint Dissemination Review Panel and are included in the National Diffusion Network's catalog of "exemplary programs."

Costs

Training, implementation, and follow-up costs are negotiable, and awareness materials are available at no cost. The basic starter kit for use with teacher-made worksheets and games is $5.00. Objective-based curriculum materials in language arts and mathematics are also available from the program developers for $20.00.

For More Information

The STL contact person is:

Barbara Bennett
Dissemination Coordinator and Trainer
Center for Social Organization of Schools
3505 N. Charles Street
Baltimore, MD 21218
(301) 338-8249

TEACHER EXPECTATIONS AND STUDENT ACHIEVEMENT

Description

Teacher Expectations and Student Achievement (TESA) is a staff development program for teachers that encourages non-discriminatory behavior toward all students to increase their academic performance. The program utilizes extensive research showing that teacher interactions with students they perceive as "low achievers" are less supportive and less motivating than interactions normally practiced with students they perceive as "high achievers."

Fifteen specific discriminating teacher behaviors are organized into five instructional units that are presented at monthly workshops. Participating teachers are asked to pick five target students in one of their current classes for whom they hold high expectations and five for whom their expectations are low. Following each workshop, each teacher is observed a minimum of four times over a period of three weeks. The observer, a fellow workshop participant, codes the frequency with which the teacher behaviors for that unit are directed toward the target "highs" and "lows." The observation coding form remains with the teacher being observed to provide immediate feedback. The presence of an observer encourages the teacher to practice the prescribed behaviors when interacting with low achievers, and positive student responses reinforce the teacher's behavior. This process also provides an opportunity for the observing teacher to view various techniques and methods being used by peers in the instructional program.

Following an orientation meeting, teachers in the training group (15-30 participants) are involved in five monthly workshops, each three hours long, to review, discuss, and practice the research-based interactions. During the month following each workshop, each teacher will need to be released from classes for one-half day to observe four peer-trainees each month -- a total of 10 hours of observation time. Workshops may be conducted at dinner meetings, on school time, or after school on shortened days. Teachers are trained by their district coordinators who attend a three-day TESA Coordinating Training Seminar in selected locations throughout the country.

Initiation Date

TESA was initiated in 1971 under the auspices of the Los Angeles County Superintendent of Schools. With funds made available through an ESEA Title III grant, the three-year study, then titled Equal Opportunity in the Classroom (EOC), provided training to 742 teacher volunteers from more than 30 school districts in the county.

Accomplishments of the Program

Since its inception in 1971, this program has been implemented in widely diversified settings throughout California and the United States. It was funded from 1971 to 1973 with an ESEA Title III Demonstration Grant and, after receiving a national validation and the National Pacesetter Award in 1974, it was granted an ESEA Title IV-C Dissemination Grant from 1974 to 1976. Program evaluations report that academic gains of target students have significantly exceeded those of students in control classes. Although the program emphasis is on interaction with the low expectancy students, all students in the experimental classes, not just the "perceived lows," have shown practical educational gains exceeding those of students in the control classes.

Costs

Costs for successful implementation vary depending on the adopting district's design. However, the following items should be considered:

- Training for district coordinator(s) -- $235.00 per person;
- Meals, lodging, and travel to one of four TESA Coordinator Training Seminar locations in Columbus, OH, Dallas, TX, Las Vegas, NV, or Seattle, WA;
- Teacher handbooks -- $20.00 per handbook;
- Teacher workshop expenses; and
- Costs for half-day substitute teachers.

For More Information

The TESA contact person is:

Director Sam Kerman
Kerman Associates
23965 Minnequa Drive
Diamond Bar, CA 91765
(213) 922-6168

SECTION FOUR: STUDENT ATTENDANCE

This section includes descriptions of:

- an alternative program to aid students in developing good attendance patterns (NY),
- four school district attendance policies (NJ), and
- a student attendance review committee (NJ).

THE A-PROGRAM

Description

The A-Program at Hicksville High School in Hicksville, New York, is an alternative approach to aid students in developing good attendance patterns. Its goals are specific: to change attendance patterns, to retain academic integrity, to provide for a variety of learning modalities, and to allow easy entrance to and exit from the program. The program operates in full for grades 10 and 11 and in a modified version in grade 12.

Because all students in the high school are required to take social studies and English each year, and because most take a mathematics course as well, a three-period block of time was created during which students having problems could be grouped together and be monitored more closely than other students. The academic curriculum of the program is the same for all students, but the teaching techniques involve more group participation.

Students who are chronically absent (25 or more times during the year) for no legitimate reasons are viable candidates for the A-Program. However, students with "excessive anti-social behaviors" who would detract from the effectiveness of the instructional program are not considered. Once the team of program teachers, counselors, and administrators has made a decision about a particular student, the parents are contacted and a conference is held. The parent must be made aware of the program, and the student must recognize that the program has the support of the parents as well as the school.

Teachers for the A-Program are selected from those who express an interest in working with the students. Administrative control is under the jurisdiction of an assistant superintendent, and a teacher-coordinator is responsible for the day-to-day relations with the students.

The A-Program provides a significantly different approach to student control. Period-by-period attendance is taken for all students in the program, and calls home are made as soon as a cut takes place. The immediacy of the response to absence establishes program credibility with the students and parents. And even in cases where there isn't good parental support, the student is aware that the school intends to live up to the promise of the program.

Each student receives a mini-report card weekly that addresses affective as well as cognitive development, and parents are kept abreast of all aspects of their child's behavior. If there is a specific problem or an emergency, the teachers in the program will call home, and in some cases a special meeting will be held to discuss the student.

Initiation Date

The A-Program was established at Hicksville High School during the 1980-81 school year.

Accomplishments of the Program

An examination of the monthly attendance figures for the first year of the program revealed that the absentee rate for the A-Program averaged 11 percent, just slightly above the overall school average of 9.5 percent. A questionnaire, distributed to parents, teachers, and students, yielded the following positive responses:

- Parents believed that their children's attitudes and achievement improved, and they were appreciative of the type and extent of feedback from the A-Program staff.
- Teachers indicated that the program improved the relationship between teachers and students.
- Students believed that their attention and academic behavior had improved.

Costs

The A-Program does not require additional funds, but it does necessitate release time for a teacher-coordinator, administrative overseeing, and occasional periods for conferences.

For More Information

To obtain additional information about the A-Program, cortact:

William A. Rieck
Principal
Hicksville High School
Division Avenue
Hicksville, NY 11801
(516) 933-6621

BELLEVILLE SCHOOL DISTRICT ATTENDANCE POLICY

Description

An attendance policy for high school students in the Belleville School District in Belleville, New Jersey, was developed through the cooperative efforts of a committee of teachers, administrators, students, and parents. According to the policy, which was approved by the board of education, high school students absent more than 20 days in a full-year course or more than 10 days in a half-year course may have credit withheld and/or be dropped from the course. Parents are notified of the students' absences after the 6th absence in a half-year course and after the 12th absence in a full-year course and are urged to meet with a school administrator and a guidance counselor so that options and consequences may be explained to them.

When students have taken all allowable absences, a registered letter is sent to the parents informing them that because of unacceptable attendance, the student will be placed in a non-credit status and/or removed from all classes. Parents are also notified after five instances of tardiness, and seven or more tardies result in an in-school suspension. At the 10th tardy, an out-of-school suspension is invoked and a parent conference is required for readmittance. The policy also calls for student suspension until a parent conference takes place after three instances of class cutting.

Repeated truancies may result in one or all of the following:

- counseling by an out-of-school agency,
- referral to an alternate educational plan,
- referral to the superintendent with a recommendation for expulsion, or
- any other appropriate action.

Initiation Date

This high school attendance policy was implemented in 1978.

Accomplishments of the Program

Since the policy was implemented, student attendance has improved considerably. Each subsequent year, the average daily attendance percentage for high school students has exceeded 91 percent.

Costs

No additional costs are noted by the Belleville School District.

For More Information

To acquire additional information about the Belleville School District attendance policy, contact:

Michael Lally
Assistant Superintendent
Belleville Public Schools
190 Cortlandt Street
Belleville, NJ 07109
(201) 751-7242

LAKEWOOD SCHOOL DISTRICT ATTENDANCE POLICY

Description

The Lakewood School District in Lakewood, New Jersey, has instituted an attendance policy for the middle school and high school that requires students with more than 14 absences to attend Saturday or summer make-up sessions in order to receive credit for missed work. In addition, students who have lost credit in three or more courses or whose repetitive disciplinary problems disrupt the learning atmosphere or present a danger to other students or staff may be placed in an evening learning program requiring successful night school attendance as the means for re-entering the regular school day program. The policy also states that students cutting classes will receive two absences for each cut, and detention will be assigned students who cut classes, along with Saturday make-up sessions. Students late to class by more than five minutes are recorded absent, and students with three class tardies of five minutes or less receive an absence.

Initiation Date

The Lakewood School District Attendance Policy was implemented during the 1980-81 school year.

Accomplishments of the Program

Student attendance has maintained a consistent 92 to 94 percentage rate since the policy was implemented.

Costs

Teachers' and administrators' salaries in the Saturday school are approximately $3,000 per year. The cost of the summer program is absorbed by remedial summer school.

For More Information

To obtain additional information about the attendance policy contact:

John F. Patrick
Superintendent of Schools
Lakewood Public Schools
100 Lincoln Street
Lakewood, NJ 08701
(201) 364-2400

MILLVILLE SCHOOL DISTRICT ATTENDANCE POLICY

Description

The Millville School District in Millville, New Jersey, has an attendance policy for students in grades 7 to 12 that withholds credit from any student who accumulates more than 12 days of unverified absences. Credit is restored only after students make up their lost credit hours in a supplemental credit completion program. Teachers in the program have developed a collection of approximately 500 special work packets on a variety of topics. Students must complete one packet for each unverified absence that exceeds the allotted 12. Each packet takes about an hour to complete. In addition to the supplemental credit packets, students are also expected to make up all regular classwork or homework assigned on days they were absent. Students who miss 42 or more days out of the school year are not eligible to use the program and receive no credit for the year.

Initiation Date

The Millville attendance policy was implemented in 1979.

Accomplishments of the Program

Since the program was initiated, attendance in the participating schools has averaged better than 90 percent.

Costs

The Millville School District reports no significant costs related to the program.

For More Information

To obtain additional information about the program, contact:

Gene E. Stanley
Superintendent
Millville Public Schools
23 North High Street
Millville, NJ 08332
(609) 825-8300

PERTH AMBOY SCHOOL DISTRICT ATTENDANCE POLICY

Description

The Perth Amboy School District in Perth Amboy, New Jersey, has a two-level attendance policy. At the elementary level, a conference between the principal, school nurse, and/or classroom teacher is called any time it appears a child is developing a pattern of absences. When a child has been absent from school for more than 10 days within the school year, a conference is held with the parent, and the parent is put on notice that continued absences may result in suspension or expulsion from school. If the matter is not resolved satisfactorily, the superintendent may bring the case before the board of education, which, in turn, may report it to the appropriate authorities.

The attendance policy for the high school students states that student absences may not exceed 20 a year or no more than 10 a semester. On the fourth cumulative absence, a student conference with both the student and the parent is required. On the 11th cumulative absence, a non-school attendance complaint may be filed in Municipal Court. Students over the compulsory school age who show an accumulation of over 20 absences during the school year (or 10 per semester) are dropped from the school roles for the remainder of the school year. They may enroll again the following September, however, to complete all necessary courses to meet graduation requirements.

Initiation Date

This attendance policy was implemented in September 1980.

Accomplishments of the Program

Attendance in the school district rose from an average daily attendance of 86.6 percent in 1979-80 to 91.5 percent in 1982-83.

Costs

The Perth Amboy School District reports no additional costs for implementing this policy.

For More Information

To receive additional information about the attendance policy, contact:

Frank M. Sinatra
Superintendent of Schools
Perth Amboy Public Schools
178 Barracks Street
Perth Amboy, NJ 08861
(201) 826-3360

STUDENT ATTENDANCE REVIEW COMMITTEE

Description

The Student Attendance Review Committee (SARC) at Westfield Senior High School in Westfield, New Jersey, is the answer to what had been a serious attendance problem for several years. SARC is a counseling support network that harnesses the resources of teachers and administrators to help students eliminate their unexcused absences. SARC's goals are:

- to improve the attendance of students who might be inclined to cut classes or be truant from school, and

- to provide a vehicle to help separate those students who wish to improve their attendance from those who really don't care to function properly in school.

SARC, which consists of two teachers, an administrator, plus one assistant principal who is in charge of the overall operation, meets its first goal by utilizing a variety of resources. One resource, the Crisis Management Team, is a group of Westfield High School counselors, teachers, and administrators that has been trained by the Rutgers University Mental Health Unit to assist those students whose absenteeism is related to extenuating circumstances. Project '79, an alternative educational program for Westfield's disaffected youths, is another inschool referral program. Resources in the community provide a third source of help when internal processes prove to be insufficient. The work of the committee, to realize its second goal, is described in the paragraphs that follow.

If a student is absent for an unauthorized reason, he or she is "SARCed" by the teacher. Teachers, who are equipped with a three-part class absence form, keep one copy and give one to the student and one to the SARC Committee. The student is expected to report to the committee, which meets during period three, homeroom, and periods four and five, within a three-day period. Failure to do so results in a summons to report immediately to the committee. If the student remains highly elusive, he or she is put on an exclusion-from-school list and must report directly to the assistant principal in charge of SARC.

First offenders are always counseled as to the importance of daily class attendance or the need to bring in a note if absent from class. Students who come to SARC for the second time are generally given a detention (to be served Monday to Thursday, 2:00 p.m. to 4:00 p.m.) in the amount of one hour per class cut. The third offender is generally given a double detention and is warned that suspension is the next step. At this point, the counselor, special services team, and assistant principal are advised of the problem. Students who come to SARC for the fourth time are generally suspended, and a conference with the parents is required. At this stage, the student is advised that further cutting or truancy might lead to a date in court or possibly to expulsion.

If students continue to cut after being suspended, the assistant principal signs a juvenile-in-need-of-supervision complaint with the county court. Students, parents, and the assistant principal appear in court, and, if found guilty, students are placed on probation, with daily attendance as a stipulation. Students who still cut classes are served with a violation of probation notice and are recommended to attend a hearing with the superintendent.

Initiation Date

SARC was established at Westfield High School in 1979.

Accomplishments of the Program

Attendance at Westfield is well above the 90 percent mark on an average day, and this improvement is attributed to the total involvement of staff, parents, and administrators that is generated by SARC.

Costs

The only direct expense associated with SARC is the cost for the Crisis Management Team training.

For More Information

To receive additional information about SARC, contact:

Richard J. Konet
Assistant Principal
Westfield High School
550 Dorian Road
Westfield, NJ 07090
(201) 654-6400

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