

**Safe and Drug-Free Schools and  
Communities Act (SDFSCA)**

**Virginia's SDFSCA  
PROGRAM EFFORTS  
2006-07**



Virginia Department of Education  
Office of Student Services



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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TO: Safe and Drug-Free Schools and Communities Act  
(SDFSCA) School Division Coordinators

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SUBJECT: *Virginia's 2006-2007 SDFSCA Program Efforts*

We are pleased to provide the most recent update of the publication, *SDFSCA Program Efforts, 2006-2007*. As written by the individual school division coordinators, the document provides a summary of the different kinds of SDFSCA programs and activities being implemented across the Commonwealth. The intent of the document is to share program successes and to facilitate networking opportunities between coordinators.

With many thanks, we are truly pleased to have all 132 public school divisions, the two state schools and the Department of Correctional Education represented within this document. As one reviews the program descriptions, it becomes obvious very quickly that the substance abuse and violence prevention programs and services being provided to Virginia's youth are both impressive and diverse.

Please share the successes of the SDFSCA programs with school and community leaders. If you have questions or suggestions as to how we can continue to share all of the good things that happen in Virginia's schools, please contact:

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Accomack County Public Schools is committed to providing a positive and safe learning environment that nurtures the academic, social, emotional, and cultural development of each child to his or her fullest potential so that each student can become a productive member of society. Three years ago, the school board introduced the *Reconnect* program. This program provides meaningful community service activities, educational classes through the Internet, and counseling services for long-term suspended or expelled students during their absence from regular school.

The Safe and Drug-Free Schools and Communities Act (SDFSCA) grant also continues to support the two research-based health curriculums for grades K-10 that include drug and violence prevention lessons. The *Teenage Health Teaching Modules* (THTM) have replaced the health textbook in grades 7-12. The *Michigan Model for Health* (MM) curriculum was purchased for grades K-6. This year, the school division is piloting the *Too Good for Drugs* (TGFD) program in all our second-grade classrooms. The *Second Step* violence prevention curriculum has been implemented in one of our elementary schools. Peer mediation has been successfully implemented in two elementary schools and two middle schools. Currently, Chincoteague Elementary School is the only school implementing the *Respect and Protect* bullying prevention lessons. The Accomack County Sheriff's Office funds the fifth-grade *Drug Abuse Resistance Education* (D.A.R.E.) program.

In addition, the sheriff's office provides two resource officers for the high schools. The Eastern Shore Community Services Board continues to provide a student assistant counselor for the three high schools and the *Reconnect* program.

The SDFSCA process has remained a major component of the School Health Advisory Council. The community assists and supports the school division with programs and activities according to the need assessment.

Over the past years, the Accomack County Public School division has utilized its SDFSCA funds to continue implementation of educational and early intervention programs.

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Albemarle County schools conducts an instructional program for students for the purpose of preventing substance abuse and violence in our schools. This is accomplished by providing supporting funds to the *School Resource Officer* (SROs) program, the Region Ten Community Service Board, and by providing materials for the elementary drug education program, *Too Good for Drugs II* (TGFD II). Region Ten Community Services Board provides counselors for group sessions in conflict resolution, anger management, and drug prevention.

Individual school counselors are trained in the conflict resolution model as part of Albemarle County's staff development program. In cooperation with the Albemarle County Police Department, SROs are assigned to the middle and high schools. The elementary classroom teachers and counselors also provide drug education instruction using the TGFD II program.

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Alexandria City Public schools (ACPS) has prevention programs in all grade levels in all schools. These programs focus on alcohol, tobacco, and other drugs (ATOD) as well as violence prevention. Below is a brief description of the curriculum and other programs that fall under the prevention umbrella.

Prevention education is taught using a variety of approaches on the elementary and secondary levels. In the elementary schools, the classroom teacher is responsible for delivering the prevention curriculum. In the middle schools, the lessons are delivered as part of the health education with adjustments made to accommodate similar concepts in family life education.

ACPS has designed the *Promoting Alternative Thinking Strategies* (PATHS) program as the division-wide curriculum for grades K-5. PATHS is used to help students develop better thinking skills, develop more mature and responsible ways of behaving, and improve their academic performance. PATHS is a proven effective classroom-based, research-based curriculum, approved by the U. S. Department of Education (ED) and the Centers for Disease Control and Prevention (CDC). Additionally, all of our elementary schools have some form of peer mediation and/or conflict resolution program(s), typically run through the guidance department. Support is provided through staff development and through participation in the regional Peer Mediation Conference at George Mason University that is held each spring. The Safe and Drug-Free Schools and Communities Act (SDFSCA) grant funds the registration and transportation charges for this activity.

Middle school students receive the prevention education curriculum through health and physical education courses. These teachers have received training in the implementation of the nationally recognized curriculum, *Life Skills*, which focuses on decision-making skills, self-control, and self-esteem for adolescents. The program correlates with the Virginia Standards of Learning (SOL) to build upon and extend the information covered in the elementary curriculum. Middle school students and staff also participate in peer mediation programs and in the regional Peer Mediation Conference at George Mason University.

Information about drugs and alcohol continue through the health and physical education courses at the ninth- and tenth-grade levels. Ninth-grade courses use the *Get Real About Violence* (GRAV) curriculum. Eleventh- and twelfth-grade students receive information



on issues dealing with substance abuse programs through government and social studies courses, as well as school assembly programs and after-school club programs. At T. C. Williams Senior High School, a chapter of *Students Against Destructive Decisions* (SADD) has been established under the name *Student 2 Student*.

Parent education courses using the *Strengthening Families Program* (SFP) are offered to elementary and middle school families. This is a nine-week program focusing on parent and child interactions, using appropriate limits, and positive family interactions. This program is also offered in Spanish.

Booklets and pamphlets from the National Institutes of Health/National Drug Abuse Institute, including *Inhalants*, *Steroids*, *Marijuana*, *Alcohol*, and *Tobacco*, are provided to T. C. Williams and Minnie Howard schools for distribution to families. The *Community of Concern* (C of C) booklet, *A Parent's Guide for the Prevention of Alcohol, Tobacco, and Other Drug Use*, is provided to all families in our middle and senior high schools. This booklet is also available in Spanish.

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Data from our recent *Discipline, Crime, and Violence (DCV)* report, our fall 2004 *Youth Risk Behavior Survey (YRBS)*, and *School Resource Officer (SROs) Survey* suggest a continued need of support in the areas of mental health, suicide prevention, good decision making, and school safety. As a result, Title IV, Part A - Safe and Drug-Free Schools and Communities Act (SDFSCA) funds were used to address needs associated with these areas of concern. Each building level administrator was provided with a copy of David Osher, Kevin Dwyer, and Stephanie Jackson's *Safe, Supportive and Successful Schools*. As part of the information provided, funds were used to purchase the *Good Behavior Game (GBG)* for each of our five elementary schools. At the root of many of our discipline incidents is bullying. Funds were used to provide training in the *Olweus Bullying Prevention* program. As a result, Fred Vaughan is now a certified *Olweus Bullying Prevention* trainer. The YRBS, once again, identified suicide as an area of concern among our youth. We will implement suicide awareness and training via the *SOS Signs of Suicide (SOS)* program with the division's school psychologists as the implementation point. Paired with this approach will be the continuation of our site-based anger management, bullying and other misconduct counseling, as provided by external mental health resources, and the continuation of the *Life Skills* program at Clifton Middle School. Finally, a portion of Title IV, Part A funds was used toward the purchase of security cameras for our schools.

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Amelia County Public Schools focuses on the Safe and Drug-Free Schools and Communities Act (SDFSCA) program objectives which are to reduce alcohol, drugs, and violence within the schools and community. This is accomplished by providing prevention instruction and information to help students, staff, parents, and the community identify and intervene to correct problems that have been identified in our locality. Problem areas were identified through the administration of the *Youth Risk Behavior Survey* (YRBS) in 2004. Comparisons of the results of the last YRBS were made to determine what accomplishments had been made and what areas were in need of more intervention. Amelia County Public schools has also been using the *Discipline, Crime, and Violence* (DCV) report to develop meaningful programs to address trends identified by the data within the report.

The school division provides activities and programs to help students develop positive attitudes and decision-making skills to enhance their lives and futures. The schools use *Character Counts* (CC), *Al's Pals*, and *Get Real About Violence* (GRAV) to enforce positive attitudes and teach students good decision-making skills. The *Second Step* program has also been successfully implemented. Data from the DCV report show the need for students to acquire tools to reduce incidences of aggression and violence within the schools. This program is a violence-prevention curriculum designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. *Second Step* is composed of four grade-specific curricula: Preschool/kindergarten (Pre/K), grades 1-3, grades 4-5, and grades 6-8. The curricula are designed for teachers and other youth service providers to present in a classroom or other group setting. A parent education component, *A Family Guide to Second Step*, for Pre/K through grade 5 is also available. Also to be implemented this year at the middle and high school level is a peer-mediation program. It is our hope that *Second Step* and a research-based peer mediation program will address some of the issues identified by the data within the DCV report.

Our efforts to bring the community into our prevention programs have been made by coordinating efforts with the *Promoting Safe and Stable Families* (PSSF) program, Crossroads Prevention Services, the Parent Teacher Association (PTA), the Parent Teacher Organization (PTO), local newspapers, school division newsletters, and our school health advisory board.

The school division has employed an Amelia County Sheriff's Deputy to serve as the Liaison Safety Officer (LSO). The LSO travels between three schools and works approximately 15 to 20 hours per week. The deputy spends time working with administrative staff, teachers, guidance counselors, the at-risk officer, and students in all phases of the school division discipline structure. The deputy also teaches a class for fourth- and fifth-grade students about drug and violence issues that are associated with the Amelia County area.

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The Amherst County Public Schools continue to utilize the *Lions Quest Skills for Growing*, *Lions Quest Skills for Adolescence*, and *Lions Quest Skills for Action* programs as part of the K-12 developmental guidance program in our seven elementary schools, two middle schools, and one high school (includes alternative school). These programs provide our students with the opportunity to learn and practice life management, character building, drug prevention, and wise decision-making skills. The school division also places a huge emphasis on bullying prevention by creating an awareness of bullying training for staff and students through the *Olweus* model. This is ongoing during the 2006-07 school term.

Safe and Drug-Free Schools and Communities Act (SDFSCA) funds allow for the continuation of our *Student Timeout Optional Program* (STOP) for middle and high school students. This intervention program (three day program), at the alternative school, affords students the opportunity to deal with situations before they escalate into violent actions. Students are required to complete activities relating to goal-setting, anger management, decision-making, and conflict resolution to foster a safe and drug-free environment for all students.

In addition, we are updating school crisis plans across the division. We are also working in conjunction with law enforcement to provide safer and more secure access to our buildings by posting new signs on entranceways and building exteriors.

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Collaboration between the Appomattox community and the schools is evidenced in the work of the Advisory Committee for Safe and Drug-Free Schools coordinated by Appomattox county schools. Representatives from local business, governmental, faith-based, social, family, and education-based services meet bi-monthly to review and discuss current information, study data, and identify ways to address needs for the safety, security, and well-being of our youth. The committee's goal is to coordinate local and regional resources for the prevention and intervention of high risk social and substance abuse-related behaviors among students in grades K-12.

During 2006-07, the committee continued to assess risk and protective factors identified in the 2005 *Communities that Care Youth Survey*.

An identified high need area, addressed through the Safe and Drug-Free Schools and Communities Act (SDFSCA) program at the middle and high school levels, is maintenance of safe and drug-free climates for student learning. This year, the school division coordinated numerous school and community seminars for parents, staff, law enforcement, and the community-at-large on gang awareness. Also, the school division continued implementing an alternative educational setting for minimizing disruptions by certain students in the regular school environment. Other resources are used to provide information via locally-developed brochures for parents and through staff-development such as behavior management workshops.

Partnerships are imperative to the school division's work in implementing long-term intervention and prevention efforts. Along with the Virginia Tobacco Settlement Foundation (VTSF), the division coordinates the implementation of *Al's Pals* in public, private, and faith-based preschools and at the Appomattox Primary School for grades K-2. The Appomattox County Sheriff's Department coordinates with the schools through the *Drug Abuse Resistance Education* (D.A.R.E.) program for elementary schools. The *School Resource Officer* (SROs) program serves middle and high schools. The *Student Organization for Developing Attitudes* (S.O.D.A.) program is implemented in cooperation with the Lynchburg Community Services Board. Other school organizations provide opportunities for student participation in drug resistance and prevention projects.

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Gang awareness is a high priority for our school division. In the past two years, we have had two gang-related murders. We continue to train teachers, administrators, students, and parents to be aware of this situation and how to recognize signs and signals.

Efforts in our school communities, for the past several years, have focused on prevention of violence through character building programs. This year, we have implemented the *Second Step* program at our elementary schools at the K-3 levels. We are planning to move through the grades as we are able to accomplish the task and expand the program. We find that the teachers and parents seem most receptive to the content of *Second Step* and its format. Given that regardless of its importance, the time to implement additional information programs is difficult to find, we are attempting to use all teachable moments for character-based learning. We have placed reading materials in the schools for children, staff, and parents to use to integrate conflict resolution, problem solving, and character values into the typical day at school.

During our professional development activities this year, we have brought professional speakers to our staff on the topics of integrating character education into curriculum and management of child/adolescent anger. We have also focused our middle school efforts on bullying prevention information, including staff development and helping all teachers and staff to have a bully-free classroom.

Suicide prevention has been an emphasis this year as we have done prevention information and training to our extended staff, such as bus drivers and teachers, who were not exposed to this information previously. Integration of all our program content into our school day is our primary focus so that the problem-solving efforts support the academic goals.

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The primary goal of the Bath county schools' violence, alcohol and other drug prevention and education program is to encourage students to pursue healthy lifestyles, free from violence, alcohol and other drug abuse, through instruction, special programs, and professional development for employees. Research indicates that students who are connected to their school/community and have healthy attitudes and good family communication are more likely to perform well and to stay in school. Therefore, our programs work to increase the protective factors of positive school bonding, pro-social school/community involvement opportunities, family communication, and the fostering of healthy beliefs and clear standards for behavior. Our programs work to decrease the risk factors of parental and student attitudes toward problem behaviors and early initiation of problem behavior. Thus, these programs are directly fostering a learning environment that is safe, drug-free and conducive to learning and indirectly support improved academics and graduation rates.

Title IV Safe and Drug-Free Schools and Communities Act (SDFSCA) funds supported the following activities:

- *Keep a Clear Mind (KACM)* – Serves students in grades 4-5 and their parents and is designed to develop resistance skills, provide alcohol and drug information, and foster family support through increased parent discussions with children on substance use. One of our community goals is to increase parent/community awareness of drug/alcohol/violence issues. This program is one piece of increasing that awareness. In the first two years, Valley Elementary School averaged a better than 75% return rate on the student/parent activities.
- *Grade 8 Orientation Program* – Serves students in grade 8 and their parents and is designed to develop pro-social attitudes (positive bonding) toward school during a time of transition for students and parents (entering high school). Activities include group “challenge” activities for students and teachers, activities for parents and students, and familiarization with school building and rules. This program is designed to increase bonding to the school community (protective factor). Evaluation data, collected over three years, document program effectiveness in increasing incoming eighth-graders' positive attitudes toward school and in decreasing their discipline referrals.

Other division-sponsored activities include the division's K-12 drug prevention/education curricular program (including *Science, Tobacco & You*); anger/conflict management training for grades 8-12 (using *The Teenage Health Teaching Modules [THTM] Violence*



*Prevention Curriculum for Adolescents and the THTM Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*); peer mediation/helper training for grades 4-7; special drug prevention/education activities and organizations provided in cooperation with other community groups (including *Class Action, Lions Quest, Prom Promise*); staff training (discipline, conflict resolution, violence de-escalation); parental involvement in local programs that focus on parenting skills and drug prevention/education (provided by the local community services board, the health department, the *Family Preservation Program*, and the faith community); ongoing community partnership building with youth serving community agencies and with parents. Through the school health advisory committee and other community contacts, programs and activities are coordinated and collaborative initiatives undertaken.

Many of our ongoing prevention efforts were initially funded by SDFSCA, allowing us to purchase materials and to provide staff training. For example, peer mediation and leadership training activities have been a part of our schools for more than six years. These programs have contributed to significant reductions in violence/drug/alcohol/tobacco-related discipline referrals. Significant increases in community service have also resulted from these programs.

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The primary focus of the Bedford County public schools' Safe and Drug-Free Schools and Communities Act (SDFSCA) program centers on reduction in the number of inappropriate behaviors such as disruptive behavior, bullying, conduct endangering self or others, and the reduction of incidents involving tobacco, drugs, and alcohol. To address these areas of concern, the program focuses on three types of activities: providing drug, bullying and violence prevention instruction and information; providing intervention to identify and correct problems, including facilities and equipment to support the prevention efforts in the schools; and providing instructive activities to assist students in developing positive attitudes and good decision-making skills.

Counselors and teachers provide the primary instruction and information to students in classroom lessons and counseling sessions dealing with inappropriate behaviors and substance abuse. School assemblies and presentations are scheduled to support the division's efforts. Bullying prevention, suicide, and violence prevention information is provided to students, staff, and parents. The school resource officers (SROs), provided by the Bedford County Sheriff's Department or the Bedford City Police Department, also provide materials and instruction to the students and staff on these topics.

One of the main focuses is providing intervention and prevention activities for students dealing with bullying, violence, and suicide. Different community agencies assist students. Intervention efforts, provided by community agencies, include programs in peer mediation, bullying prevention, and anger management. The local law enforcement agencies provide SROs for the schools. The SROs assist in identifying problems or potential problems and providing direct instruction to students through the *Gang Resistance Education And Training (G.R.E.A.T.)* program. Through the *Parent Teacher Student Association (PTSA)* and parenting programs, parents are provided information on the division's efforts to prevent violence and substance abuse and are encouraged to work with the school staff.

Three programs are used to address development of positive attitudes and good decision-making skills: *Character Counts (CC)*, *Lions Quest*, and *Al's Pals*. In addition, each school has adopted a plan to reduce bullying. These programs provide instruction and practice to help students make good decisions and develop positive attitudes. In addition to classroom instruction, schools sponsor other activities to promote good character development such as various charity events, fundraising for charities, school assemblies, family programs, and community awareness programs.

The following activities support the division's focus on violence, bullying, inappropriate behaviors, and substance abuse:

- updating and implementing school crisis plans;
- working with local law enforcement agencies to support SROs in the schools;
- providing materials and training for bullying prevention;
- providing materials and training for conflict resolution programs in the schools;
- working in partnership with other area school divisions to provide alternative settings for students who are removed from their base schools due to violence or substance abuse;
- providing Student Assistance Programs (SAP), including counseling and referral services;
- providing emergency intervention services following traumatic crisis events;
- providing programs to train school personnel in all aspects of the program focus to provide for safe, orderly, and drug-free schools; and
- disseminating appropriate violence, bullying, and drug prevention information to students, parents, and staff.

Funding from a variety of sources supports the SDFSCA program.

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Bland county schools continue in our efforts to make a safe and drug-free environment for this reporting period. We administered a local drug survey this year at one of our county high schools as part of an improvement plan. Our goal was to establish areas of need to which we could address our efforts. This data not only identified targets of need but also equipped our stakeholder audiences with data from which to strengthen our existing programs and expand upon them.

All teachers, at both school campuses, received awareness training for methamphetamine use and the dangers and consequences associated with this drug. Parents and community members were also involved in this training. Literature as well as links and other resources were made available at each school site. In addition, we continue to take advantage of all Virginia Department of Education (VDOE) training and informational events and activities.

We continue with our *Life Skills* program (in grades 6-8) at both school sites. Incorporating this program into our curriculum has been vital in assisting students and their families with the necessary skills needed to prevent alcohol- and drug-related problems. Counseling and student services for indicated students were also part of our program efforts.

Our elementary students in grades K-5 participated in awareness activities from *Red Ribbon Week* as well as lessons from *Character Counts (CC)*. Elementary upper grades also participated in *Drug Abuse Resistance Education (D.A.R.E.)*. This year, we began weekly lessons on bullying and violence prevention in addition to our already existing *Peer Mediation and Conflict Resolution*. Our efforts are visible upon entering our schools in that we proudly display our anti-drug, bullying, and violence prevention messages on our walls through posters, student-prepared visual aids, and teacher-made exhibits.

We still maintain our advisory board and recognize their input in promoting positive activities that address anti-drug and anti-violent behavior. We will continue to maintain a safe and drug-free environment conducive to learning in Bland county schools.

## **BOTETOURT COUNTY**

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Botetourt County public schools has written policies prohibiting possession and/or use of illegal substances on school property, school buses, and at school sponsored events that take place off school property. This prohibition applies to students and to all school board employees. Penalties for violations of the policy are spelled out and include expulsion and referral to the local sheriff's office when appropriate. An employee assistance program is available to all employees. A Student Assistance Program (SAP) is available to all middle and high school students.

Botetourt County public schools has a substance abuse curriculum which is interwoven with the health curriculum at each grade level. This curriculum is supported by *Drug Abuse Resistance Education (D.A.R.E.)*, *Building Ethics/Esteem in Students Today (BEST)*, *Gang Resistance Education And Training (G.R.E.A.T.)*, and *Class Action* programs at the elementary and middle schools. Four officers are paid by the local sheriff's department to support these programs.

Safe and Drug-Free Schools and Communities Act (SDFSCA) funds will help pay for the services of a part-time Student Assistance counselor who will work with at-risk students at the larger high school. County Student Assistance counselors utilize the following curricula: *Kids Connection/Youth Connections*, *Reconnecting Youth (RY)*, *Too Good for Drugs (TGFD)*, and *All Stars*. SAP counselors support and assist with youth leadership initiatives including *Youth of Virginia Speak Out (YOVASO)*, *Youth Alcohol and Drug Abuse Prevention Project (YADAPP)*, and *Roanoke Area Youth Substance Abuse Coalition (RAYSAC) REAL Teams (RAYSAC Empowering Activist Leaders)*. They are also involved with the Botetourt Prevention Planning Team (BPPT), the School Health Advisory Board (SHAB), the Character Counts Leadership Council (CCLC), bullying prevention, crisis management and community training. The SAP counselors are significantly involved in planning and implementing the *Youth Risk Behavior Survey IV (YRBS)*.

A SAP core team comprised of the building administrator, a school nurse, teachers, guidance personnel, and the school resource officer is available to continually monitor and assist at-risk students in substance and violence issues. Student Assistance counselors are provided at our smaller high school, middle schools, and several elementary schools through a combination of local funds and other grant sources.

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Virginia Middle School (VMS) participates in a comprehensive drug and violence prevention education curriculum, character development curriculum, non-curricular activities, and special events. VMS uses the *Life Skills* training curriculum, a program geared toward promoting health and personal development. Pre- and post-surveys indicate decreased favorable attitudes toward tobacco, drug, and alcohol use. VMS has also adopted the *Character Counts* (CC) curriculum as its character education program. An example of the activities utilized includes one pillar being displayed every six weeks with a “Word of the Week” and a “Quote for the Day” announcement. Some other activities VMS participates in are *Red Ribbon Week* and *Week Without Violence* (WWV).

The Student Assistance Program (SAP) is also offered for grades 6-12. SAP is a service partnership between the school and other community resources. SAP provides the students with the help they need to overcome problems that interfere with their education. This program provides identification of students and intervention of problems at an early stage. Students are consulted one-on-one and in small groups.

The sixth-grade students participate in the *Drug Abuse Resistance Education* (D.A.R.E.) program. In the D.A.R.E. program, students learn about the dangers of drugs and alcohol and learn various methods to help them overcome peer pressure to consume drugs and/or alcohol. The sixth-grade students are also beginning a twelve-lesson bullying prevention curriculum called *Steps to Respect* (STR). The STR program is a school-wide curriculum that trains adults to effectively deal with bullying while teaching skills to help children develop healthy relationships and decrease bullying behavior.

The Bristol Virginia Public schools has continued the ninth-grade transition program at Virginia High School that is called the *Bearcat PRIDE* (*Positive Rewards Initiate Desired Expectations*) program. The PRIDE program design is to provide ninth-grade at-risk students the skills necessary for making successful transition from middle school to high school. Currently, there are 31 students enrolled in the PRIDE program at Virginia High School. The curriculum focus is extended time on language arts, algebra, and study skills. Also, included in the curriculum is character education, integrating technology to facilitate learning, and organizational skills. *Reconnecting Youth*, an evidence-based program, has also been added. In *Reconnecting Youth*, students learn, practice, and apply self-esteem enhancement strategies, decision-making skills, personal control strategies, and interpersonal communication techniques. *Reconnecting Youth* has been proven to increase school performance, while decreasing emotional distress and drug involvement.

Each student enrolled in the *Bearcat PRIDE* program is encouraged to participate fully in extra-curricular activities.

Individual tutoring sessions are conducted for Virginia Standards of Learning (SOL), tutoring, make up work for all classes, reading activities, instructional programs, academic interests, study skills, parent class meetings, and other pertinent activities to enhance the educational experience. A strong emphasis on parental involvement, correspondence, and participation in the educational process is a key aspect of the program. Improving attendance, reducing discipline referrals, and increasing academic performance on freshman SOL testing are key performance objectives.

Virginia High School also offers an annual drug- and alcohol-free after-prom event. This event has been very successful with a large number of students in attendance per year. Students who have participated in the after-prom event stated that they were likely to return to the event the following year. We hope to continue to offer a variety of programs to the students in the Bristol community through Safe and Drug-Free Schools and Communities Act (SDFSCA) funds.

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The Safe and Drug-Free Schools and Communities Act (SDFSCA) program has provided funding for implementing many substance abuse and violence prevention programs and activities at our four elementary schools. These include *Red Ribbon Week*, *Drug Abuse Resistance Education* (D.A.R.E.), and the *Just Say No* after-school program. In the fall, students participate in a local parade displaying the "Just Say No" banner. Fifth-grade students participate in the D.A.R.E. program. Although SDFSCA funds are not used to fund D.A.R.E., the program is implemented in partnership with the Brunswick County Sheriff's Office.

Elementary school sponsors are paid a stipend through the SDFSCA program. Peer mediators are located at our middle school and are also paid a stipend. They all place emphasis and focus on safety, drugs, mediation, and the law. School sponsors are responsible for monthly reporting to the coordinator of special projects.

Additional activities are held throughout the school division. All students participate in monthly tornado and fire drills. A newsletter for parents is distributed on a regular basis. In the schools, character education is emphasized weekly. The Lawrenceville Volunteer Fire Department visits with *Head Start* students. Local volunteers are used for mentoring with students who need additional support with academics and personal issues.

As an assessment, the *Pride Survey* was administered to grade levels 5, 8, and 11 in the 2002-03 school year. This survey involved about 90 students. The survey was administered again in the spring of the 2004-05 school year.

As a result of the many activities and programs held at the elementary and secondary schools, a 10% decrease has been noted in the overall use of tobacco and other drugs as reported in the annual *Discipline, Crime, and Violence* (DCV) report for school years 2004-05 and 2005-06.



## **BUCHANAN COUNTY**

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Buchanan County public schools has developed a comprehensive drug and violence prevention program (grades 9-12) which provides all students with information to help them resist experimenting with alcohol, drugs, and tobacco. The program provides the students with information regarding the harmful effects that could occur with their usage. This program assists students in making sound decisions and life choices, as well as promoting an environment that is safe, drug-free, and conducive to learning.

Buchanan County Public schools, over the years, has developed both formal and informal cooperative agreements among community agencies. The local social services department, Cumberland Mountain Community Health Services, local health department, Virginia State Police, Buchanan County Sheriff's Office, Appalachian Power Company, Buchanan General Hospital, Appalachian School of Law, and Appalachian School of Pharmacy were all involved in the development and implementation of our drug and violence prevention programs.

A student conduct code/school calendar is provided to each student/guardian annually by Buchanan County Public schools. The conduct code states explicitly Buchanan county schools' policy on use, possession, and/or distribution of alcohol and/or drugs. All teachers and students are instructed on the rules and regulations in the conduct code. Parents must sign a verification form stating that they have been informed of these rules. The signed form is then placed in the appropriate student's file.

Pre-K and kindergarten teachers continue implementing *Al's Pals: Kids Making Healthy Choices* program. Grades 3-4 use *Character Counts (CC)*; grade 5 students are provided drug awareness through the *Drug Abuse Resistance Education (D.A.R.E.)* program, and grades 6-8 use the science-based *Life Skills* curriculum.

Buchanan County Public schools continue with *One Life of Virginia*, an organization operated exclusively for providing youth outreach programs for our communities. The effectiveness of the *Buchanan County Drug Education Program* continues to be evaluated through the *Annual Report on Discipline, Crime, and Violence (DCV)*.

## **BUCKINGHAM COUNTY**

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The Safe and Drug-Free Schools and Communities Act (SDFSCA) program continues to work closely with the *Buckingham Alliance for Youth* in planning and implementing prevention programs in the county. The alliance represents community public and private organizations including faith-based partners and parents. New programs continue to be developed using the results of our community asset report and the results of the *Youth Risk Behavior Survey* (YRBS) in grades 6-12.

To meet the identified needs, we have developed, refined, and modified prevention programs so that we can provide services to all students and staff in the six schools that make up the division. In addition, parent workshops and prevention resources are made available throughout the year.

Under the leadership of a teacher/drug coordinator at each school, several prevention programs and activities are undertaken using resources provided by SDFSCA funds. These include *Red Ribbon Week*, *Great American Smoke Out*, *Alcohol Prevention*, *Child Abuse Prevention* and *Safety Education Week*.

The Student Assistance coordinator provides assistance at each school working with various personnel and programs, guidance, health education, health occupations/nursing, and parent-teacher associations. With SDFSCA funds, staff development activities are conducted at the beginning of the year and continued throughout the year. Topics include suicide awareness, anger management, mediation/conflict resolution, violence prevention, character education, and *Second Step*.

As a result of training, the following research-based programs are being implemented in various schools and settings in the division: *Second Step*, *Life Skills Training*, and *Character Counts* (CC).

The high school's peer helper program was very successful with each incoming student matched with a trained upper class peer helper. It provided the opportunity for students to be involved in helping peers while developing leadership skills. Through use of SDFSCA funds, 15 students were provided two days of professional training and then impacted the 225 new students.

To assist high school students with smoking cessation, an alternative to suspension program is conducted. This program enables identified students to secure information and support to end their use of tobacco products.

Two support groups are also conducted to meet the needs of identified students, one at the high school as an after-school program (*Young Buckingham Achievers*) and the other with fifth-graders in the elementary school. The fifth-grade program is a combination peer leadership and prevention program. The fifth-graders, after using the *Second Step* curriculum, solved a school problem by setting up an early morning peer tutoring program for selected fourth-graders.

With the assistance of the *Buckingham Alliance for Youth* and with support from a mini grant, we sponsored a community forum on the problem of underage drinking followed by a “teach-in” on the same topic for all fifth-graders.

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Prevention programs in drug, alcohol, and tobacco use and abuse have been implemented at all grade levels. Our guidance counselors hold discussions on bullying, fighting, drug, and alcohol abuse. Videos are shown and *Project Horizon* conducts sessions on bullying to our third- and fourth-grade students. The Buena Vista city schools continue to implement the science-based substance abuse curriculum, *Too Good for Drugs* (TGFD), in grades K-12. Time-out programs are implemented to provide intervention strategies. Alternative education classes are held for disruptive students. Each year, two teams from our high school attend the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference to learn more about drug abuse and consequences. The attendees share this information with the student body as well as with our community leaders. Security equipment for our school division is being purchased and installed with the assistance of Safe and Drug-Free Schools and Communities Act (SDFSCA) funds.

## **CAMPBELL COUNTY**

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Campbell County Public schools has developed a comprehensive and successful Safe and Drug-Free Schools and Communities Act (SDFSCA) program. Programs, activities, and personnel that support prevention in our schools include:

- Health, character, and driver education;
- Mentoring, Student Organization for Developing Attitudes (S.O.D.A.), and Class Action programs;
- Parenting programs;
- Bullying prevention and crisis management staff training;
- *Prom Promise* and after-graduation celebrations;
- Resource officers;
- School news articles for parents about substance abuse prevention; and
- Guidance referrals to agencies that provide support for drug treatment and prevention.

Kindergarten, first-grade, second-grade, and fourth-grade teachers have been trained in *Second Step*. This program builds social competencies and aids in violence prevention. In the 2005-06 school year, guidance counselors began a program called *No Bullying* that supports *Second Step*. *No Bullying* targets small groups of students who may benefit from this instruction.

The school division serves approximately 8,900 students in grades K-12.

## **CAROLINE COUNTY**

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Using Safe and Drug-Free Schools and Communities Act (SDFSCA) funding, Caroline County public schools has continued the implementation of the *Life Skills* program for students in grades 3-5. The guidance counselors are responsible for its implementation in the two elementary schools. Funds were used at the middle school to train health and physical education teachers in the *Skills for Adolescence* program. The curriculum is also implemented in the sixth-grade health classes. At the high school level, ninth-grade health and physical education teachers used the *Say It Straight* program in their health classes. Funds were used to purchase training materials for the teachers and classroom materials for the students to use. A Student Assistance Program (SAP) specialist works with students and staff members. Mentoring, truancy prevention, and other services are provided.

Character education continues to be a division-wide focus. All schools and departments focus on a character education word of the month. Members of the community are encouraged to participate through displaying the word of the month on school signs and banners. The words are posted on the division Web site and several community organizations include them in their monthly meeting agendas. At the primary school level, the guidance counselors focus on character education in their weekly lessons with all students.

Community efforts have resulted in partnerships among the schools, *Caroline's Promise* (<http://www.carolinespromise.com>), and faith-based organizations to bring speakers to the middle and high schools. The video series *Preventing School Violence* and the accompanying training manuals were used by the schools as part of their staff development program.

## **CARROLL COUNTY**

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Carroll County public schools' Safe and Drug-Free Schools and Community Act (SDFSCA) Program offers *Student Assistance Professional Services* (SAP) at the Regional Alternative Education Center (RAE) and at two other school-based alternative education classes known as the Cavalier Alternative Learning Lab (CALL) programs. CALL provides an alternative placement for students who have trouble adjusting to the regular school day environment, e.g., inability to follow rules, uncomfortable in large crowds, inability to concentrate in a regular classroom, learning/behavioral disabilities that create major learning deficiencies, multiple misbehaviors, or attendance problems. The SAP program is based on the counselor model and provides direct services weekly to all alternative education students in the county, including the *Individualized Student Alternative Education Plan* (ISAEP) general educational development (GED) students. The SAP program also provides referral services, alcohol, tobacco, and other drugs (ATOD) awareness, and character education. Approximately 170 students or 9% of the student population in grades 7-12 are served annually by SAP. In addition to SAP services, the school-based guidance counselors and school nurses provide drug/violence prevention programs in their respective schools. In cooperation with community services, the sixth- and seventh-grade classes in the county are now receiving *Life Skills* training from Mountain View Youth and Family Services.

The SAP program's primary goal is to develop successful, safe, and drug-free students at the RAE Center. This is attempted by having students experience positive self-motivation and increased self-esteem. The student experiences success through rewards in an incentive program. The incentive program evaluates and rewards individual and group behavior. The rating system is implemented during each block. The student can earn zero to five points during each block and 20 points in a weekly group session. Points are awarded based on the student's appropriate behavior, demonstration of positive character traits, appropriate participation in ATOD awareness classes, and by refraining from promoting ATOD use. The incentive/rating system provides immediate feedback and rewards in regard to the student's ability or willingness to demonstrate appropriate behavior and character traits. Points are totaled at the end of each month and the top eight students earning 70% or more of the points possible are selected to go out for lunch provided by a community restaurant. This current month, 65% of RAE Center students received over 90% of their incentive points.

In addition to points, the students must have no suspensions, no tardies, and no late work. Students at the RAE Center may also use their points to purchase items donated by

community merchants. From the top eight students, a "Student of the Month" is selected and taken to lunch at Shoney's by the teacher of his or her choice (lunch provided by Shoney's). The RAE students may earn breakfast croissants (provided courtesy of our local Burger King) once a month provided there are no major altercations.

The SAP incentive program has had many positive results. The students have learned how to earn success and self-esteem. Truancy has decreased, and grades and Virginia Standards of Learning (SOL) scores are continuing to improve. Students have participated 100% in the incentive program and are monitoring their personal success daily. Community involvement continues to be an important key to the success of the incentive program, and the students write thank-you notes and cards monthly.



## **CHARLES CITY COUNTY**

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Charles City County public schools continues to provide an uninterrupted, comprehensive, anti-violence program through creating a safe and drug-free environment for school personnel and students. Change is ever evolving. Programs have been established by identifying school and community needs as determined by an inclusive approach to resources in the community via county agencies. Agencies include: Charles City/ New Kent Mental Health, Quinn Rivers Community Action Agency, Charles City County Recreation and Parks, Charles City County Sheriff's Department, Charles City County Office on Youth, and other agencies in the community.

Information for programming is gathered by analyzing data from the Charles City County profile, the *Annual Discipline, Crime and Violence Report* (DVC), child count, juvenile incident reporting, attendance, and anecdotal information. Our most recent tool for further student assessment was the *Pride Survey* which was conducted at the end of the 2006 school year.

Anti-drug and violence programs extend support services to all. School policies, personnel, and student handbooks are kept current within the guidelines of federal and state regulations for providing a safe environment. These school approaches adhere to an apparent message that drug and violence prevention is personally owned by administration, students, staff, faculty, parents, and the community.

Programs that exist in the schools reach into the community. Community agencies extend assistance for programming to toddlers, young children, teens, and parents. Charles City/New Kent Mental Health provides an intern to co-facilitate groups and implement programs, while Charles City Regional Health Services provides a clinician for groups on anger management, self-esteem, and goal setting. During the summer school year, mental health, social services, and school personnel were trained in *Girl Power* intervention. The Prevention Coalition has met monthly and provides a fourth year of services for family unity and positive school interaction through the *Families and Schools Together* (FAST) program. Century 21 funds provide aftercare supervision for homework and interactive learning to latch key children. Recreation and Parks summer recreation program provides an extension of before-care and after-care services for latch key children to over 100 youth, teaching student resiliency and appropriate response to conflict through positive peer interaction and peer relations.

Staff, students, and administration continue to collectively review policies with parents at the beginning of the school year. Changes in inappropriate behavior are disseminated to faculty and staff through staff development. Students, parents, and staff are provided information on topics pertaining to strategies to prevent aggressive behavior and current trends regarding violence and substance abuse. Parents were provided *Pride Survey* information to establish an awareness of what, when, and how students are using illegal substances and in what manner drugs influence negative behavior. The topic of resiliency as a life skill has been delivered via guest speakers. Faculty and staff are provided staff development on topics pertaining to strategies to prevent aggressive behavior, bullying, and gang behavior.

Additionally, the following components are included:

- In early spring, parents and students from the high school attend after-prom training at Bruton High School to initiate an after-prom party.
- Four high school students and a sponsor attend the *Youth Alcohol and Drug Abuse Prevention Project (YADAPP)* at Longwood College during the summer.
- Many measures are a continued process such as safety audits, Student Assistance Programs (SAP), and Employee Assistance Programs (EAP).
- Parents and school personnel continue to serve as safety audit team members and reviewers of the student code of conduct.
- Crisis management plans were updated and modified to meet the welfare of students and staff.
- Visitors and staff wear identification badges and sign-in before conducting business.
- The schools continue to provide employees in-service in proven curriculum, which includes brochures and teaching materials.
- The prevention coordinator attended a national conference on gang violence in Northern Virginia. Materials were distributed to administrators after the conference.
- *Second Step* was implemented at both the elementary and the middle school. High school Junior Reserve Officers Training Corps (JROTC) students have trained for *Student Organization for Developing Attitudes (S.O.D.A.)* implementation in the fall semester and teach lessons to third-grade students in the second semester.

- *Red Ribbon* and *Violence Prevention Week* continue to serve as beginning year and ending year week of awareness activities to reiterate the importance of all efforts throughout the year.
- Programs are evaluated on a bi-annual basis. However, classroom visits are made many times during the year.

## **CHARLOTTE COUNTY**

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The Charlotte County public school division offers many prevention opportunities for students and parents to ensure a safe environment:

- School resource officers (SROs) are assigned to both the high school and middle school and are a visible measure of safety. She rotates between the two schools on a daily basis and assists in ensuring a safe school environment.
- Every school in Charlotte County is provided services from the school social worker. The school social worker implements prevention programming, provides and makes appropriate student referrals for counseling and mentoring, serves as the juvenile and domestic relations court liaison for the county, provides emergency intervention services following traumatic or crisis events, reviews prevention curriculums, implements the local attendance policy, and provides parental resources.
- *Red Ribbon Week* was celebrated in October to provide and encourage drug-free schools and communities. During that week, a variety of activities occurred. The most significant were reflective narratives and poems written by students.
- School staff received the following training:
  - Recognizing and reporting child abuse
  - Preventing truancy
  - Gang awareness training
- Each school staff is working with law enforcement, fire departments, and the rescue squad to develop enhanced and more thorough crisis plans.
- For the twelfth year, the after-prom party was scheduled and will again provide students with a safe, alcohol- and drug-free environment following the prom.
- High school and middle school students who have displayed inappropriate behavior visit a correctional facility once a year. Programming is provided to decrease criminal and unfavorable acts among the students in school and in the community.

- Students enrolled in the division's alternative education program participate in violence prevention programming using the *Get Real About Violence (GRAV)* curriculum.

## **CHARLOTTESVILLE CITY**

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Charlottesville City schools has a close working relationship with community agencies including juvenile justice and area health resources/facilities that support safe and drug-free schools and community. As a member of the Charlottesville-Albemarle Prevention Coalition, we sponsor and participate in numerous parent and community workshops and educational/information sharing events that promote school safety and a drug-free educational environment.

The school health advisory board (SHAB) acts as the advisory committee for our Safe and Drug-Free Schools and Communities Act (SDFSCA) program. With their recommendation and support, in March 2005, our school division again conducted the *Pride Survey* (<http://www.pridesurveys.com>), a risk assessment survey, with all students in grades 7-12. The results of that assessment were tabulated, the information reviewed, and the results compared to the previous *Pride Survey* results. This information was shared with our advisory board and with school administrators and is the basis for the SDFSCA proposal.

Our grant monies have allowed us to purchase and implement the *Second Step* program as part of our school guidance curriculum in grades K-9. *Second Step* (<http://www.cfchildren.org>) is a violence prevention curriculum designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social-emotional competence and other protective factors. The program's content varies according to grade level and is organized into three skill building units:

- Empathy — students will learn to identify and understand their own emotions and those of others;
- Impulse control and problem-solving — students will learn to choose positive goals, control impulsivity, and evaluate the consequences of their behavior in terms of safety, fairness, and impact on others; and,
- Anger management — students will learn to manage emotional reactions and engage in decision-making even under stressful circumstances.

Additionally, SDFSCA funds fully support a purchased service contract with Community Attention (a division of the Charlottesville Department of Social Services) to coordinate a service-learning program, the *Teens Getting Involved with Volunteer Experience* (Teens

GIVE) program. This program is offered to students in grades 6-8 at Walker Upper Elementary. It emphasizes career awareness activities and supports the social skill development of the *Second Step* program. Through service experience, Teens GIVE teaches the value of giving back to the community and empowering students to “make a difference.”

The remainder of our SDFSCA funds is spent to support the integration of a service learning model coordinated by Teens GIVE for ninth-grade students in the Freshman Academy, a transition program designed to motivate at-risk students as they transition to Charlottesville High School.

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Chesapeake public schools is excited about its efforts to reduce the use of alcohol, drugs, and tobacco, and prevent violence in our student population. We have taken many steps to educate our youth about the ills of drug abuse and violent behavior. A wide range of programs and activities have been put in place to help reach the vast majority of our students, and without a doubt, we have made significant gains in the reduction of drug use/violent behavior.

In the 2001 school year, Chesapeake public schools chose the *Life Skills* program as its primary curriculum for drug prevention. This exemplary program has a history of tremendous success. With the help of the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds, our division trained 55 middle school health and physical education teachers. At this time, we are teaching approximately 10,500 middle school students in the comprehensive program.

Another program that is showing great success is our Student Assistance Program (SAP) that we have incorporated in our six high schools. This program reaches out to students through individual counseling and program activities that encompass a wide range of student needs: *Stopping Acts of Violence Through Education*, conflict resolution, parenting classes, anger management groups, and activities on days such as the *Great American Smoke-Out* and *Drug Awareness Day*. Our Student Assistance counselors (SAC) program continues to provide identification and intervention at the early stages of both substance and violence abuse. The number of individuals it positively affects is a measure of the SAC program's success.

Other programs helped by SDFSCA funds include: the after-prom celebrations, *Pals for Peers*, *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP), and the *Chesapeake Pride Team*. The *Chesapeake Pride Team* is an affiliation of the *National Pride Team*. It consists of students from each of our six high schools, a total of 40 students. Each member of the team signs a pledge to remain drug-free and works within their school to support anti-violence and drug-free programs. They actively participate in YADAPP activities, after-prom parties, and with other school groups that encourage a drug-free lifestyle. Members of the *Pride Team* are on several citywide committees, including the Chesapeake Council on Youth Services and the newly appointed Chesapeake Youth Advisory Board.



As a group, they convey throughout the Tidewater area their message that life can be fun without drugs. At the city's Building Bridges Conference, they use the resources they learn from their national convention, to conduct workshops on drug awareness. They are recognized throughout Chesapeake as role models and leaders of their peers in the fight against drug abuse. Chesapeake Public schools will continue to look for programs that will enhance the lives of our entire community.

**CHESTERFIELD COUNTY**

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For the past several years, efforts in the schools and communities of Chesterfield County have focused on prevention of violence through character building programs. We continue to expand *Al's Pals*, the *Olweus Bullying Prevention* program, and other research-based prevention programming throughout the schools with a strong focus on the elementary years. Additionally, all Chesterfield middle school students receive Botvin's *LifeSkills Training (LST)* curriculum in grades 6-8 through their health and physical education classes, reinforcing the earlier prevention messages.

The Safe and Drug-Free Schools and Communities Act (SDFSCA) supports the efforts of a prevention teacher. This full-time employee is responsible for providing training and technical assistance throughout the division, conducting workshops for teachers, school administrative staff, child safety officers, and guidance counselors. The prevention teacher also conducts programs in alcohol and drug awareness, anger management, and decision-making skills for students facing disciplinary action.

## **CLARKE COUNTY**

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Clarke County public schools offers a large number of before- and after-school activities and tutoring so that all students are provided with alternatives to nonproductive behaviors. Our *Learning in Networks of Caring Support* (LINCS) program includes activities for students K-12 that are designed to assist students who are at risk in the areas of academics and destructive behaviors. Discussions with community members, parents, the Youth Task Force, local law officials, and the Community & Law Enforcement Against Narcotics (CLEAN) organization have helped reinforce the need to continue these activities. Review of the *Pride Survey* indicates, as expected, that our students need these activities to keep them involved, as their most vulnerable times are when they are not at school. This proactive intervention contributes significantly to maintaining a safe and drug-free school environment.

We have begun a wonderful association with the local police force. We have activities for each grade level with a sheriff's deputy going into each classroom to teach about specific topics. Each child in grades K-8 will have at least one classroom activity with a sheriff's deputy this school year. The faculties of the middle and high schools are receiving in-service training by the deputies concerning drugs and activities in the community. Middle school students have received an alcohol presentation by a sheriff's deputy with CLEAN. All reports indicate that the students learned much regarding the negatives of using alcohol.

The purchase of the *Too Good for Drugs* (TGFD) - *Too Good for Violence* (TGFV) curriculum for grades 5-8 and *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence* for the high school has been a wonderful use of funds. Our middle and high school counselors report positive impact using these materials.

The success of all of these programs is evidenced by our low dropout rate, a continued decrease in discipline referrals, and increased Virginia Standards of Learning (SOL) scores. The number of students and families who take advantage of these opportunities shows that they recognize the need and support our efforts in helping students with drug-free and anti-violence behavior.

## **COLONIAL HEIGHTS CITY**

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Colonial Heights public schools' Safe and Drug-Free Schools and Communities Act (SDFSCA) programs are carried out in each of our five schools. One of our school counselors works with one middle school and one elementary school. She is responsible for a great deal of the "Drug-Free Efforts," especially at Colonial Heights Middle School. The division's Title IV goal was to have fewer suspensions in our *Annual Discipline, Crime, and Violence* (DCV) report. By having this counselor work directly with the students, we are pleased that our suspensions are lower than in years past.

## **COVINGTON CITY**

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Four-year-olds in an early childhood special education program participate in the *AI's Pals* program. Also, four-year-old students, enrolled in the *Virginia Preschool Initiative* (VPI) program and our pre-kindergarten program, participate in the *AI's Pals* program. Grades K-5 participate in programs such as *Steps to Respect* (STR) and *Second Step* as well as teacher and guidance counselor programs designed to promote anti-violence, anti-bullying, and anti-substance abuse values. Fifth-grade students participate in *Drug Abuse Resistance Education* (D.A.R.E.) directed by the police department's D.A.R.E. officer. Students in grades 6-8 receive instruction in the *Life Skills* training program. Students in grades 8-12 may choose to join the *Teens Against Drugs and Alcohol* (TADA) group at the high school level. The school division participates in the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference. A school resource officer (SRO), provided and funded by the local police department, is scheduled and stationed at Covington High School at the discretion of the police chief.

Covington City schools administer the *Pride Survey* annually to students in grades 6-12.

## **CRAIG COUNTY**

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During September and October of this year, the school resource officer (SRO) made presentations in every middle school classroom during advisory periods. The SRO conducted a drug awareness presentation using a video, *Nightmare on Drug Street*. The SRO focused on gateway drugs such as alcohol and marijuana, and how these drugs often lead to an individual moving on to more addictive drugs such as cocaine and methadone. He led them through the process of serious drug addiction and talked with students about peer pressure and the temptation to “go along with the crowd.” Pamphlets were distributed on how to avoid getting involved in drug use.

The middle school advisory period also is used for character education. The local Lions Club recently donated a complete set of *Lions Quest* materials and training for teachers. The Lions Club is also supporting Leo Clubs, at the middle school, to further intercultural understanding and subsequently reduce bullying and other confrontational and/or violent behaviors based on cultural differences.

During *Red Ribbon Week*, the student safety group distributed bracelets with drug-free messages on them. Middle and high school students signed a drug-free pledge banner that is hanging prominently in the hallway of each school. Students also shared messages on the dangers of drugs and how to avoid them.

The student safety group has submitted several grant applications and will fund the *Save-A-Life Tour* for presentation. The program will include videos of teens who have been involved in alcohol and drug use with graphic videos of resulting medical care. Parents will have the opportunity to “opt out” their students from the program. The student safety club also is planning a panel discussion on safe driving with a strong anti-driving and drinking message. The panel will be comprised of parents who have lost children in car crashes due to excessive speed, alcohol, or drugs. Unfortunately, Craig County has lost too many young adults in car accidents on rural roads.

The student safety club also is planning to present their mock crash program before the senior prom. This is a student-written and -directed program that simulates a real crash and the tragic outcomes. It involves club members, parents, and other members of the community, including emergency services.

The *Drug Abuse Resistance Education* (D.A.R.E.) program currently being conducted in the fifth-grades is supported with informational pamphlets purchased with Safe and

Drug-Free Schools and Communities Act (SDFSCA) funds. The SRO will present a parent class, also using materials purchased with SDFSCA funds, focusing on:

- the dangers that lie in wait for children who may be tempted to try drugs;
- key indicators of student drug/alcohol use;
- the importance of parent involvement in knowing about friends, daily activities, and Internet use; and
- resources for assistance.

## **CULPEPER COUNTY**

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The Safe and Drug-Free Schools and Communities Act (SDFSCA) grant will be used to support a peer mediation counselor again in the 2006-07 school year. The counselor will continue to address school safety issues by assisting students in resolving their conflicts before the conflicts escalate into violence or disruptive behavior. The counselor will also teach and model life skills for managing conflict constructively. The counselor will be working as a part-time employee throughout the school year. Students identified by the faculty or administration as having chronic anger issues and students in the alternative education programs will participate in the program. The students will be screened for short-term counseling groups. Students who are not appropriate for the group setting will be offered individual sessions. The counselor will be actually going into the alternative education classrooms working with the students. Appropriate referrals and follow-up services will be offered for the students and the parents who are in the program. Due to increased student enrollment, more students are in need of this service. Students will be offered workshops on conflict resolution, anger management, mediation, and better communication skills.

The counselor will also facilitate group activities as they learn to deal with anger and stress. The counselor will also provide assessment, short-term counseling, referral, and follow-up services to those identified students. The part-time counselor is also working closely with the county's at-risk specialist to provide mentoring to students while they are in between service providers. The other critical aspect of the program is to help provide support to the parents or legal guardians of these students that are learning these new life skills.

Culpeper County public schools will continue to provide additional school security officers (SSOs) at the secondary level. At the Culpeper County High School, the enrollment has increased to 2,159 students. Extra security personnel will assist by resolving conflicts before the conflicts can escalate into violent and disruptive behavior. With that many students in one building, problems can arise very quickly, and with more security personnel on hand situations can be controlled more effectively.



## **CUMBERLAND COUNTY**

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An internal needs assessment is done each year in the school division to determine the best use of the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds. The school division believes that if we can put a stop to discipline referrals at the elementary school that this will have an impact on the behavior issues as the students enter middle and high school. Therefore, the majority of our funds are used to pay part of the salary for a prevention facilitator for the elementary school. The facilitator provides assistance to elementary students who are violent, disruptive, and/or creating discipline problems in the classroom or on school bus. When assigned to the prevention facilitator for the day, the facilitator uses research-based materials, such as *Get Real About Violence* (GRAV), and locally developed programs on bullying and behavior management to work with the students in addition to helping them with their daily assigned academic work.

SDFSCA funds help to provide other research intervention materials and programs to all three schools in the division. For instance, *Red Ribbon Week* was celebrated at the middle and high level with programs offered each day related to drug prevention. One of the activities included Congressman Virgil Goode who talked to students about drug prevention. Teachers throughout the year have attended and will attend conferences and workshops on topics such as bullying prevention, drug prevention, and behavior management.

## **DANVILLE CITY**

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Danville City Public Schools (DPS) is using its 2006-07 Safe and Drug-Free Schools and Communities Act (SDFSCA) funding to continue to carry out comprehensive drug and violence prevention programs and activities that benefit all students as we work toward providing superior education services that surpass the needs of our students and community.

The bulk of our funding supports a Student Assistance counselor who serves students at the elementary and middle school levels. The counselor works closely with school personnel and community agency representatives to provide education, prevention, intervention, referral, and follow-up services for youth who are at risk due to substance abuse related issues or who are demonstrating aggressive behaviors. The counselor serves as a link among home, school, and the community by collaborating with various agencies to provide required services. The counselor deals with students experiencing issues that result from substance abuse – truancy, dropouts, etc. The Student Assistance counselor (SAC) will provide early identification and coordination of services for elementary and middle school students who are showing signs of behavioral difficulties, decreased academic performance, truancy, and other early warning signs of potential drug use. The counselor will provide anger management counseling to specific students who have been suspended long-term for violence and/or substance abuse issues. The counselor will also work through the Parent Teacher Association (PTA) to promote parent awareness of alcohol and other substance abuse issues and to encourage parental involvement with prevention efforts.

A portion of the funding will be used to cover the cost of specific activities provided by Danville/Pittsylvania County Community Services:

- *Too Good for Drugs* (TGFD) program to all sixth-graders at a middle school;
- TGFD program to all third-graders at an elementary school; and
- *Second Step* to first- and second-graders at two elementary schools.

The remainder of the funding will cover staff and administrative travel to required workshops and trainings, and indirect operational costs. DPS focuses on “coordination” in using SDFSCA funds. Using a team approach will help Danville City schools ensure success in our attempt to move our students toward graduation and becoming contributing members of their communities.

## **DEPARTMENT OF CORRECTIONAL EDUCATION**

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The Department of Correctional Education (DCE) uses its Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to conduct several prevention activities with our student population. They are:

- Publish four parental newsletters (quarterly) that provide information to parents of children housed in our juvenile facilities. Information concerning programs, non-profits, school-based information, training, and information deemed beneficial to the parents will be published in a newsletter.
- Visit DCE juvenile sites (minimum three to four times per month). This includes sitting in on classroom training and Individualized Education Program (IEP) meetings, speaking with teachers, and other events that allow for interaction with parents and kids in the system.
- Provide for preliminary discussions with the non-profit agency, First Contractor (an agency that provides vocational and job training), to facilitate regional training for parents dealing with issues faced by parents of incarcerated children.
- Develop relationships with other non-profit agencies, such as Ruth & Boaz, Virginia Cure, and other organizations, to work together to help parents and incarcerated children with the tools they need to transition into the community and their homes successfully.

## **DICKENSON COUNTY**

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Dickenson County public schools has adopted the *Life Skills* training program. The program targets students in grades 3-8 and is designed to enhance and strengthen social and self management skills. The *Life Skills* training program develops ways to set goals, promote assertiveness, resist peer and media pressure, and teaches conflict resolution skills.

Dickenson County public schools, in an effort to reduce the number of out-of-school suspensions, has put into place an after-school and Saturday detention program. Students are assigned detention instead of suspension for certain school rule infractions. The detention program is staffed by teachers and/or principals. Appropriate classroom assignments and behavioral packets accompany each student that attends. Parents are notified in advance and must provide transportation. The program has impacted the division's attendance rate and has benefited classroom instructional time and conflict resolution skills. Incidents of violent behavior and illegal drug use have declined since the inception of the program as measured by the *Annual Report on Discipline, Crime, and Violence* (DCV), as well as juvenile intake records.

Dickenson County public schools has implemented the *Extracurricular Participant Pledge Program*. Students who participate in a Virginia High School League (VHSL) sanctioned extracurricular activity are required to sign a pledge that they will not use tobacco, alcohol, or other illegal drugs during the school year. Participants are selected randomly and screened for such use. Violators of the pledge program must enter an intervention program and meet other requirements or be excluded from all VHSL sanctioned extracurricular activities.

## **DINWIDDIE COUNTY**

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Dinwiddie County public schools continues to use *Too Good for Drugs* (TGFD) in grades K-8. Our health and physical education teachers present the lessons dealing with the power of knowledge, choice, and thinking before you make a decision. Student pre- and post-surveys are used to determine effectiveness. Students and teachers continue to vouch for its effectiveness.

Our health and physical education teachers also teach the *Life Skills* program in grades 7-8. Although there is some overlap in the programs, our student pre- and post-surveys indicate that we are able to maintain student resilience, emotional competency, and goal-setting. Our students are better able to stop and think before acting. Thus, we feel these outcomes justify any overlaps.

This year, we are not formally offering *Responding In Peaceful and Positive Ways* (RIPP) to our sixth-graders. Our exploratory slot was eliminated in response to Virginia Standards of Learning (SOL) needs for our middle school. Previously, all sixth-graders were able to take RIPP. This year, team meetings use some of the tactics and strategies when dealing with initial behavior concerns in the classroom. Our plan is to use the program in the school year 2007-08.

During pre-school activities, our entire school division was exposed to a bullying PowerPoint presentation explaining our adopted bullying policy and the consequences, commensurate with those for any severe behavior, to include expulsion. The concept of the bully, the victim, and the bystander were clarified. Those in attendance felt better able to recognize such behavior and to realize that bullying is not a "rite of passage" at any grade level. Bus drivers, custodians, maintenance, cafeteria workers, teachers, support teams, administration, and central office are all taking ownership of this problem.

Our elementary counselors have completed guidance lessons on bullying in all K-5 classrooms and plan to set up "Bully Boxes" in their buildings to allow anonymous reporting of bullying concerns. At our middle school, we are working to set up a 24-hour bullying hotline for those wishing to report incidents whether staff, student, or parent.

We are excited about our interactive bullying computer program, *Success in Stages* (SIS): *Build Respect, Stop Bullying*. Our students have completed their first session. When questioned about the program, students were positive and said, "It made me think about my behavior toward others and the behavior of others toward me". We hope to use the

online reports to target areas of concern and to serve as supportive documents when seeking additional grant funding.

The community involvement piece is our next focus. Brochures and posters have been distributed to the community. Just distributing the materials is not enough. We are in the planning stages with neighborhoods to determine the most effective means of delivering the message: Dinwiddie County is a "Bully-Free Zone" to all county residents.

## **ESSEX COUNTY**

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Essex County public schools provides the *Drug Abuse Resistance Education* (D.A.R.E.) program (through local law enforcement) in elementary (grades K-4), intermediate (grade 5), and high school (grades 9-10). The school resource officer (SRO) delivers the program for elementary and middle school students. Local law enforcement also provides the program for the high school. The *Class Action* program is delivered in a targeted grade at the intermediate school and high school. In partnership with the Life Skills Center at Virginia Commonwealth University, seventh-grade students participate in workshops instructed by trained high school students through the *Virginia Tobacco Prevention Program* (VTPP). Essex Intermediate School uses the *Life Skills* curriculum in grades 5-7. Elementary and middle school parents are offered the *Parenting Techniques That Work* (PTTW) program in coordination with the Middle Peninsula-Northern Neck Community Services Board. This program teaches parents specific strategies to increase their effectiveness in promoting healthy behaviors in children and to reduce risks associated with adolescent health and behavior. An in-school suspension teacher/counselor assists with discipline issues and academics at the intermediate school.

A high school team participates in the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP). The *Restricted in School Education* (RISE) program at the high school offers students with discipline issues the opportunity to work on assignments and remediation under a facilitator, in order to keep up with their academics and not miss additional time. Eleventh- and twelfth-grade students receive classroom guidance and participate in the *Prom Promise* program.

At the elementary level, the *Safety, Altruism, Fun, Education* (S.A.F.E.) program (funded through local social services) in partnership with the *Student Achievement with Interactive Lessons* (S.A.I.L.) program (funded through 21<sup>st</sup> Century Community Learning Center [CCLC]) not only provide homework assistance and academics, but also provide for participation in enrichment clusters such as computer, music, and Spanish. The students are also actively involved in community service projects. These programs are very popular at the elementary level and include a monthly parental involvement component.

In conclusion, it is a numerous and varied pool of monies that support the achievement of the Safe and Drug-Free Schools and Communities Act (SDFSCA) program in Essex County. Programs are supported as follows:

- SDFSCA funding for security hardware

- 21<sup>st</sup> CCLC grant
- Virginia Commonwealth University Life Skills Center
- Local law enforcement instructional programs and resource officers
- Community agencies' support for an additional counselor, Life Skills
- Local college students for VTPP
- Middle Peninsula Rural United Coalition



## **FAIRFAX COUNTY**

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The Safe and Drug-Free Youth Section (SDFY) of Fairfax County Public Schools (FCPS) uses its Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to provide schools, communities, county agencies, medical treatment providers, and parents with the most up-to-date information on drugs and violence. The SDFY works very closely with the Fairfax County Police, community services board (CSB), medical services, and the U.S. Drug Enforcement Administration (DEA).

The SDFY has established 19 school-community coalitions to support its outreach prevention efforts. These coalitions focus on helping schools and communities develop ongoing drug and violence prevention programs. The coalitions continue to work in the schools and communities by establishing parent and staff awareness trainings, middle school after-school programs, and science-based programs such as *Second Step* for students in K-6, *Get Real About Violence* (GRAV) at the middle schools, and *Too Good for Drugs and Violence* (TGFDV) in the high schools.

A joint commitment between the SDFY and the coalitions has established evening parent programs such as *Life Skills*, *Guiding Good Choices* (GGC), and *The Parent Second Step*. In addition, the SDFY also conducts a tobacco intervention and an alcohol and other drugs intervention program for students who are referred by school administrators or as a volunteer by parents. Through these two programs, students are afforded the opportunity to assess their own behavior as it pertains to tobacco, alcohol, and other drugs. Students requesting additional help, once they complete these programs, are supported by Inova HealthSource and the Alcohol and Drug Youth Services (ADYS). There are two seminar instructors who conduct the alcohol, tobacco, and other drug (ATOD) intervention seminars. The SDFY section has also developed the Student Assistance Program (SAP) with the coordination of the CSB/ADYS. There are eight active SAPs in eight high schools with six more high schools receiving the SAP program in the spring of 2007.

The SDFY has two ATOD specialists who support all coalition activities and provide them with the latest trends in gang and bullying prevention, and ATOD use. These specialists oversee the school-court probation counseling program, monitor and provide instruction on the use of the alcohol breath-testing devices for the school division, coordinate the *Fairfax County Youth Risk Behavior Survey* for schools, and update school staff and coalitions on the latest prevention education trends, prevention programs, and educational research. These specialists work closely with the seminar instructors to

provide students and their parents with the most up-to-date prevention information. Specialists also provide training in the GRAV and TGFDV programs.

The SDFY continues to fund the peer mediation and conflict resolution programs. The student mediation conference is in its fifteenth year with over 2,000 students attending annually. In addition, the SDFY hosts the annual SDFSCA bookmark contest and reception that has taken place for 21 years. The top two winners from each school, along with their families, are invited to attend the awards reception. Many communities and organizations contribute to the bookmark contest and reception: Outback Steakhouse; DEA; Arlington-Fairfax Elks Lodge 2188 has provided the awards and donated food for the reception for the past seven years; and the Arts and Education in Concert (AEIC) has provided scholarships. Funding and donations from organizations such as these help provide financial support to the SDFY and school-communities efforts.

The SDFY continues to reach out to its diverse communities by providing prevention programs and materials in seven languages to help bridge the gap and ease the communication barriers. Members of the SDFY staff continue to be members of local, state, and national committees.

## **FALLS CHURCH CITY**

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During this academic year, Falls Church City public schools has implemented and maintained a variety of Safe and Drug-Free Schools and Communities Act (SDFSCA) programs throughout the school division.

Our elementary schools work with the *Cooperative Discipline* program. In cooperative discipline, the “teacher assumes the role of cooperative leader, guiding students by offering choices, setting limits, and involving students in the process” of owning their behavior and choices. Students are offered guidance lessons throughout the year with a focus on making positive choices. In addition, the guidance department sponsors a *Red Ribbon Week*. The school-wide event focuses on the notion of “healthy” (choices, lifestyle, etc.). The *Red Ribbon Week* is developmentally appropriate for elementary-age children and is always very successful. Finally, each elementary student is given a handbook at the start of the year. The handbook helps students understand positive character traits such as kindness, fairness, safety, and responsibility. Throughout the year, staff members work to help students incorporate these traits into their school and home life.

Our middle school also incorporates a *Red Ribbon Week* in which the high school student service provider helps run drug prevention and healthy lifestyle lessons. During the remainder of the school year, the student service provider offers health and self-esteem lessons. In addition, the school resource officer (SRO) offers student safety and *Students Against Destructive Decisions* (SADD) lessons to all students. Guidance counselors teach lessons to all grade levels focusing on topics such as stress reduction, healthy living, resiliency, and bullying prevention. The safe and drug-free school efforts at the middle school are a result of information gained from the *Pride Survey* that is administered to all students.

Our high school has continued the Student Assistance Program (SAP) launched in 2004-05. The program focuses on identifying students with needs and problems that are interfering with academic success. Crisis intervention and support services, both within the school and community, are provided to identified students. Intervention may also take the form of treatment that is offered through health care and mental health care service providers. In addition to the SAP, high school efforts include a peer mentoring program, conflict resolution program, and a *Red Ribbon Week*. Like the middle school,

the efforts at the high school are a result of information gained from the *Pride Survey* that is administered every year.

Finally, central office administrators and building principals attended one and two-day workshops on *Discipline, Crime, and Violence (DCV) Data Collection* to ensure all staff responsible for reporting DCV incidents “do so with accuracy and consistency, including the appropriate classification of incidents and reporting of disciplinary actions.” Falls Church will continue its division-wide approach to keeping students healthy and safe in the coming year.

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Fauquier County public schools has developed a continuum of Safe and Drug-Free Schools and Communities Act (SDFSCA) programs that are comprehensive. This year, we administered the *Communities That Care Survey* to our middle and high school students. Results indicated that illegal drug and alcohol use are down, but abuse of prescription drugs is up. We continue to intervene with students known to have substance abuse and safety issues, and have added prevention measures that we believe will be effective.

The elementary school counselors continue to address issues of safety using *Peace-Able Place* in groups. The elementary school counselors and teachers focus on substance abuse during *Red Ribbon Week* with a variety of activities. Peer mediation and support groups address anger management and social skills training.

At the middle school level, we have in place *Counseling Academic Parent's Services* (CAPS) for children at risk for violence and substance abuse. The program assesses the needs of the students and requires community service and parent involvement. It is an alternative to short-term suspension. We have found that parent involvement with this program enhances its success.

The middle schools also use *Red Ribbon Week* to address the problems of substance abuse. This year, we are implementing *Too Good for Drugs and Violence* (TGFDV) in grades 6-8. We are also using the TGFDV *Staff Development* program with our faculty to assure that all members of the school community respond in the same manner to issues concerning substance abuse and school safety.

High school students, identified as at risk for substance abuse, participate in the *Seven Challenges* intervention program. The program is implemented in collaboration with our local Community Alliance for Drug Rehabilitation and Education (CADRE) board and an alcohol, tobacco, and other drugs (ATOD) counselor. We have found the program to be very effective in changing the underlining psychological problems that adolescents with drug and violence issues often exhibit.

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The high level of risk factors experienced by rural youth, in addition to growing levels of substance abuse incidents in the high school, indicate a need to focus on substance abuse prevention programs, in particular smoking and tobacco use. Floyd, in collaboration with the Community Services Board (CSB), will work with teens concerning tobacco use through a program called *Intervening with Teen Tobacco Users*.

The program, *Steps to Respect* (STR), will be incorporated into the elementary schools to address issues with bullying. Administrators and teachers will be trained to identify bullying and how to address bullying with students. This program will also be offered to parents through the parent resource center. The CSB will also offer this program and these services.

## **FLUVANNA COUNTY**

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The mission of Fluvanna County public schools is to provide quality education whereby all students acquire the skills, knowledge, and values necessary to develop into responsible and productive citizens of the twenty-first century. The school division recognizes the necessity of providing a safe, orderly, and drug-free learning environment in order to fulfill its mission. Fluvanna County Public Schools emphasizes the link between safety and discipline to student achievement and continuously analyzes discipline and achievement data.

Funding provided through the Safe and Drug-Free Schools and Communities Act (SDFSCA) has enabled Fluvanna County Public schools to expand its counseling services and prevention programs. The school division uses the majority of the funding to contract with Region Ten Community Services Board to provide a prevention specialist to work with students at all levels. The specialist provides direct services to elementary, middle, and high school-aged students in the regular school setting and the school division's intervention center. Small group sessions use *Second Step* and *Helping Teens Overcome Problems with Alcohol, Marijuana and Other Drugs* (Insight Class Program) curriculum. The Region Ten Specialist works collaboratively with school guidance counselors and administrators to identify students in need of these services.

School administrators, teachers, and guidance counselors set high expectations for all students as described in student handbooks and the student code of conduct. Partnerships with the Fluvanna County Sheriff's Department and the Virginia Tobacco Settlement Foundation (VTSF) enable the division to provide the people, programs, and technology necessary to contribute to a safe and drug-free environment for students in the school division. Through these partnerships, additional programs provided in the schools include *Too Good for Drugs* (TGFD), *Project ALERT*, *Project Toward No Tobacco Use* (Project TNT), and *Intervening with Teen Tobacco Users: Tobacco Education Group* (TEG). The *Olweus Bullying Prevention* program is also being implemented at the middle and elementary school levels. In addition to programs, resource officers and security cameras are in all schools.

The division will continue to monitor its progress and plan accordingly through continued evaluation and data analysis. SDFSCA funds assist the division in its evaluation efforts by supplementing funding for the administration of the *Pride Survey* at the middle and high school levels.

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The Safe and Drug Free Schools and Communities Act (SDFSCA) funding has been used to support the implementation of a comprehensive drug/violence prevention program for grades K-10. Each school has designated personnel who coordinate programs and events. Additionally, one part-time retiree assists the designated personnel with planning parent outreach.

In grades K-3, *Too Good for Drugs* (TGFD) / *Too Good for Violence* (TGFV) is used. Grades 4-8 use *Life Skills*, and *Too Good for Drugs and Violence* (TGFDV) is used for grades 9-10. Students participate in these programs as a part of the health curriculum. Guidance counselors have been trained to deliver these programs as well. They incorporate sections of the programs as a part of the personal/social guidance programs. Guidance counselors work with students in small and large groups emphasizing conflict management, social skills, anger management, and bullying.

Parents and community leaders serve on the health advisory board. Community agencies and organizations, such as the social services department, Rotary Club, mental health center, and the health department, work with us to meet the needs of the students who are referred for services. Parent workshops, focusing on academics, safety, student behavior, and parenting skills, are presented through Parent Teacher Association (PTA) programs and special workshops.

The *Pride Survey* is used to document and evaluate the program efforts. Data from the survey is used annually in planning services and programs for the following year.



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In Franklin County, Safe and Drug-Free Schools and Communities Act (SDFSCA) funding provides for a student services case manager for grades 9-12 at Franklin County's high school. The case manager provides needed linkage for the numerous programs and services related to drug, alcohol, and violence prevention. The primary focus is to identify and work with students and families exhibiting risk factors for poor academic/social adjustment, including involvement with youth violence, drug/alcohol use, and attendance issues.

While guidance counselors work with students on an ongoing basis, their time per student can be limited by their caseload. The student services case manager's focus is on students who need extra attention. This extra attention and coordination with outside agencies, particularly the court system, has been invaluable. Since the addition of the case manager, there has been a steady reduction in the number of incidents of drug and tobacco use by students as well as the incidents of truancy.

As noted in the annual Progress Report for 2005-06, incidents of drug, alcohol, and tobacco use increased by 39 at Franklin County's high school. A factor that contributed to this increase was a sharp increase in enrollment. Also, there was a sharp increase in the use of tobacco. Incidents of fighting numbered 32, which was a decrease of 8% compared to the previous year. Some factors which contributed to these changes include: reorganization of the ninth-graders into smaller learning communities, individual and group counseling with the case manager (in addition to contact with the guidance counselors), organizing anger management groups, and involvement of the juvenile court services unit and other outside agencies.

Assessment is conducted through monitoring of student logs, discipline and attendance records, and end of year review of statistics from Franklin County Public schools, Franklin County Sheriff's Office, and the Virginia Department of Education's (DOE) *Annual Report on Discipline, Crime, and Violence* (DCV). The findings suggest that combined efforts at Franklin County's high school, plus the focus on at-risk students by the case manager, continue to result in progress and the achievement of yearly goals.

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In the elementary schools, the Safe and Drug-Free Schools and Communities Act (SDFSCA) program supports *Here's Looking at You* (HLAY) in the classroom. *Get Real About Violence* (GRAV) and *Talk It Out* are also supported and used in guidance sessions. Social skills lessons are also provided. *Love and Logic* parenting lessons are offered during the school year at various elementary schools in the evening.

At the middle school level, GRAV is implemented in two of our middle schools and includes a monthly after school committee. Frederick County Public schools also sponsors a drug-free after school program called *Youth In Action*.

At the middle and high school levels, the Student Assistance Program (SAP) includes: free pre-assessments for substance abuse; support groups for a variety of adolescent problems, including but not limited to anger, stress, communication, relationships, divorce, grief, decision and problem-solving skills, drug and alcohol prevention. Referrals are made to community agencies for students who are first-time offenders of the tobacco policy and drug-free athletic policy. The SAP coordinates school-wide campaigns for a safe environment, personal responsibility, and *Red Ribbon Week*. After-school activities are provided by the Youth Development Center. At the high school level, before prom and graduation, there is an annual mailing to parents of juniors and seniors regarding parental responsibility and safety of their children on and around those particular events.

In addition to the above programming, there are mentoring programs that are beginning again at the middle school level. Bullying prevention presentations are increasing due to the ever-growing problem with it, especially at the middle school level. We are also working on implementing substance abuse prevention programs at both the elementary and secondary levels.

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Rappahannock Big Brothers/Big Sisters is a community-based organization that partners with the Fredericksburg City schools in order to provide mentoring activities to identified at-risk elementary and middle school students after school. We believe that it is highly essential to involve parents and the community in the Safe and Drug-Free Schools and Communities Act (SDFSCA) program, as the partnership helps students who are most at-risk.

The after-school mentoring program is *Mentors and Matches* (M&M) and is offered twice a week. The identified at-risk elementary and middle school students are matched with a trained mentor. Clear standards for behavior and establishing pro-social relationships are encouraged. The mentoring experiences increase self-esteem, school attendance, grade point average, and positive relationships with peers and adults, as well as decrease discipline referrals/suspensions. Because the after-school mentoring is effective, academic achievement continues to progress.

Having funds available every year helps create consistency in the program and helps develop important assets for all students. Activities, staff development/education, and training are made possible from SDFSCA funds.

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Galax High School has the *Students Against Drunk Driving [Students Against Destructive Decisions]* (SADD) program. It is the largest club in school. The club offers pamphlets and other information to parents on alcohol and drug abuse throughout the year at open house and parent/teacher organizational meetings. The club is in charge of the after-prom party which provides activities for students throughout the evening. The goals are to provide information aimed at preventing and recognizing the signs of drug and alcohol abuse.

Galax Middle School continues to have a very active *Just Say No* club. The club has more than 150 members. The club continues to sponsor *Red Ribbon Week*, which celebrates a drug-free life with games, contests, and educational give-aways. The club also sponsors a spring dance at the end of the school year. Local merchants provide prizes, and the entire student body is invited to attend at no charge. The club is very active in the community. They host activities honoring American Education Week and Teacher Appreciation Day, as well as donate to local and world-wide charities.

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It remains our goal to combat the early use of alcohol, tobacco, and other drugs (ATOD) by continuing the following programs through funds available through the Safe and Drug-Free Schools and Communities Act (SDFSCA):

- *Lions Quest Changes & Challenges* for sixth- and seventh-grade students;
- *Too Good for Drugs II* (TGFD II) program for eighth-grade students; and
- *Too Good for Drugs and Violence* (TGFDV) for high school students.
- Additionally purchased services include peacemaker, violence prevention, anger management, and life skills training for students in grades 4-12. These services assist in training students in conflict-related psychosocial skills, including anger management, unbiased social perception, conflict avoidance, problem solving, and assertiveness.

Each program focuses on positive ways of dealing with negative situations, self-esteem, good decision-making skills, and the perils of drug and alcohol consumption. School truant officers, for whom a portion of these funds are allocated, provide counseling on at-risk behavior, including the use of ATOD as well as provide intervention in situations of behavior misconduct when alcohol and other drugs are involved. School truant officers, by policy, are involved in the individualized counseling program for students who are suspended due to drug and/or alcohol abuse. By reinforcing skills that promote self-esteem, good school attendance, good conflict resolution skills, and the ability to make good decisions, students are better equipped to avoid the problems of substance abuse.

## **GLOUCESTER COUNTY**

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Gloucester County public schools used a portion of the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to provide a security specialist. The specialist is responsible for monitoring students and visitors as well as providing support for peer mediation and *Students Against Destructive Decisions* (SADD).

The Gloucester County school board approved a recommendation to provide conflict resolution training to all administrative personnel and guidance counselors during the summer of 2005. Conflict resolution training is one facet of several strategies designed to improve the educational services delivered to all children and to reduce conflicts. Additional training for staff members was provided in August 2005, and again during the summer of 2006.

Peer mediation training for seventh-grade students, at Peasley Middle School, was provided by Guidance Counselor Donne Witt on selected days during the fall. Seventh- and eighth-grade students, at Page Middle School, attended a two-day training session provided by Northern Neck Middle Peninsula Counseling Center during the summer. The training to become peer mediators involves the students learning a step-by-step process for the mediation of students having conflicts. Research has indicated that a successful peer mediation program can greatly improve the school climate that in turn improves students' learning and makes them feel safer.

Professional development was provided for teachers, staff, counselors, and administrators to gain and/or update SDFSCA knowledge and skills. This development allows staff to continue to assess situations and work more effectively in the development of a safe learning environment for all students. Dr. Adolph Brown, a tenured university professor and administrator of the Hampton University Psychology and Psychology/Education Department, was asked to speak to the entire Gloucester County Public School staff. This presentation provided information in order to improve school climate, and better communication and interaction with staff, students, and parents. This program also provided hands-on, practical, and proven strategies on how to help all succeed—including educators and classroom learners.

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Goochland County public schools has used its Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to support a Student Assistance Program (SAP) that provides prevention, early intervention, and assessment services to youth. A comprehensive drug and violence prevention program has been developed that addresses known risk factors while enhancing protective factors. In addition, identification and referral services are provided for at-risk students in grades 6-12. The program offers small group prevention education and skill building whenever school scheduling allows.

Our alcohol, tobacco and other drug (ATOD) prevention activities are enhanced by the community prevention efforts. The *Drug Abuse Resistance Education (D.A.R.E.)* curriculum, coordinated by the local sheriff's office, establishes a firm foundation for drug abuse awareness and prevention. Our programming reinforces this message and explores specific ATOD issues in depth. Furthermore, alternative activities coordinated by 4-H Extension Services, the Boy and Girl Scout programs, recreation department programs, and church youth groups reinforce a no-use message that complement prevention education programming.

Our community services board (CSB) provides alcohol and drug abuse counseling to students who have been referred by Goochland County Public schools.

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In accordance with the Safe and Drug-Free Schools and Communities Act (SDFSCA) *Principles of Effectiveness*, the Grayson County public schools, in partnership with the Twin County Prevention Coalition, the sheriff's department, the social services department, parents, and other community organizations, has developed a comprehensive SDFSCA program to address the needs of our students, their families, and the community as a whole. Utilizing funding available through the SDFSCA, the Governor's Office for Substance Abuse Prevention (GOSAP), Protect and Respect, substance abuse prevention grants, in-kind contributions from our partners, and local school funds, we have successfully implemented the *Grayson County Substance Abuse Prevention Program*. Our school division understands that substance abuse is a community problem; and, although schools are an important part of any drug prevention effort, the entire community must share the responsibility of protecting our youth.

The *Grayson County Substance Abuse Prevention Program* is guided by the Virginia Standards of Learning (SOL). Prevention efforts begin at the elementary level, with student services personnel providing instruction in the health curriculum and the sheriff's department providing instruction in *Drug Abuse Resistance Education (D.A.R.E.)*. Middle and high school students participate in the *Class Action* program provided by the sheriff's department. Our school/community liaison provides prevention programming at the elementary, middle, and high school levels. This programming includes mentoring and instruction in life skills.

We continue to support successful character education programs in all schools, and alcohol and drug-free activities during special student events. We place a great emphasis on providing staff development and training for our teachers and administrators that is designed to address issues such as teen suicide, violence prevention, and bullying. A portion of the SDFSCA funds is used in combination with local and state funds to provide two full-time school resource officers (SROs) to assist students and staff division-wide.

Realizing the important role that parents play in the lives of their children, we work very hard to involve them in our safe and drug-free programs. Our coalition prevention plan of action includes parent trainings and a youth-activities fair. Parents participate in our community task force and volunteer in our schools. Every effort is made to involve parents in the process of determining what workshops and training will be offered.



The results of the March 2006 *Community Needs and Resource Assessment* (comprised of findings from focus groups and the *Community Drug and Alcohol Survey*) combined with information from school reports, the community-wide task force, parents, and our students, provide the data necessary to evaluate our current efforts and to assist us in revising the program to better address the needs of our students and their families. Based on school reports, the number of tobacco incidents at school has declined by 96%, and the number of drug incidents at school has declined by 100% from the 2004-05 school year to the 2005-06 school year.

Although these statistics are encouraging, the community assessment reported several risk factors across several domains. Such risk factors include the use of alcohol, tobacco, and drugs, and delinquent behaviors including violence and school truancy. As stated in the *Community Needs and Resources Assessment* (March 2006), "Grayson County has dedicated parents and community members but [there are also] great needs ... that warrant further attention." Given successful program outcomes to-date and current risk factors, the Grayson County school division is committed to continuing to provide prevention programs and assistance that will make a positive difference in the lives of our students and their families.

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After reviewing local data, the *Annual Report on Discipline, Crime, and Violence* (DCV), as well as data gathered from an informal survey of students regarding their experiences in school related to school safety issues, the school division determined that the greatest need for substance abuse prevention programs resided in the middle school. The program implemented would need to address positive changes in student behaviors in regards to substance abuse issues, as well as bullying, and violence. After a careful review of research and literature regarding current programs, the *Life Skills* program was selected.

In July 2002, Greene County hosted *Life Skills* training. The two middle school guidance counselors and the middle school physical education teacher were trained, as were the middle school principal and two assistant principals. Curriculum and materials were purchased for the planned implementation at grades 6-8, in the fall of 2002. Under the enthusiastic direction of the guidance and physical education staff, the program has been very successful and well received. As a result, the head guidance counselor and physical education teacher recently completed the *Life Skills Train-the-Trainer* course and will begin training other staff members during the summer, including the school resource officer (SRO) and guidance staff at the high school. In so doing, we hope to enable them to more effectively support high school students using the strategies introduced in the middle school. Long-range plans include training elementary guidance staff in order to support a pilot of the *Life Skills* elementary program, with possible implementation to follow. During the mid-school year of 2004-05, *Life Skills* materials were purchased at the elementary level for grades 4-5. The fifth-grade program was successfully implemented in 2005-06. The fourth-grade program is now being implemented across the division.

Greene County schools has a highly effective crisis team composed of all the guidance counselors, school psychologists, and school support personnel. Headed by the school psychologist, this team responds with exceptional efficiency to any crises in the division, supporting staff, students, parents, and community members. Safe and Drug-Free Schools and Community Act (SDFSCA) funds provide ongoing training for team members through needs assessments, including suicide prevention, bullying, violence prevention and disaster preparedness. In addition, a recent revision of crisis manuals was undertaken division-wide using many of the resources provided through the SDFSCA.

The SRO is a very effective member of the high school team in Greene County. The addition of a second resource officer, at the middle school, is a very positive step toward

ensuring student safety and security. SDFSCA funds are used to provide training and coursework for these officers and support their work with *Youth of Virginia Speak Out* (YOVASO) students, the first student program of its kind in the county.

The *Pride Survey* will again be given to students in grades 5, 8, and 10. This year, we will also survey parents and staff members. SDFSCA funds will be used to purchase, disseminate, and analyze the data to better meet the needs of staff, students, parents, and the community.

The employee ID system long needed in the schools, which significantly improved building security, increased awareness of school security measures provided through SDFSCA publications has brought increased attention to building protocol and security needs.

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Greensville County schools implement numerous programs and activities in the area of drug and violence prevention. A trainer from the Virginia Tobacco Settlement Foundation (VTSF) trained teachers to deliver *Life Skills* training. This training provided students with the necessary skills to resist the social pressures of drinking, smoking, and drug abuse, as well as improving one's self-esteem. Dr. Adolph Brown, a consultant from the Child and Family Wellness Center, will visit the middle school to supplement the character education program in the areas of substance abuse and violence prevention. *Career Development/Character Development Day* at Belfield Elementary will likewise complement *Life Skills* training.

The *Students Against Destructive Decisions* (SADD) club has been active at the upper elementary school, middle school, and high school, sponsoring activities that deal with alcohol and drug prevention. Students at the high school participate in such activities as the post-prom party and a health fair. Students attend the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference each year. *Red Ribbon Week* is observed at all grade levels.

Members of the middle school SADD club will watch and discuss several educational videos to encourage them to remain drug-free. Students will conduct a safe living celebration. The middle school and high school SADD clubs will collaborate when possible.

The upper elementary school SADD club combines with the *Students Against Violence Everywhere* (SAVE) club to spread the message of non-violence and a drug-free lifestyle. The *Lunch Buddies* mentoring program continues to be a vital partnership between at-risk students and adults in the community who meet regularly at lunch-time. The SAVE/SADD clubs distribute educational booklets to teach children to be drug-free and increase self-esteem. They also participate in conflict resolution and the *Peace Makers* program.

The school division works closely with the Boys and Girls Club. The school provides transportation for many students from school to the club to ensure a safe and positive after-school environment. The Boys and Girls Club sponsors programs such as *Too Good for Drugs* (TGFD), *Teen Crimes and Communities*, and *NicoTeen II*.

The *Bully Smart Series* will help to supplement the steps for prevention that have been taken in the past by a committee to stop bullying. The code of student conduct addresses the issue and is regularly reviewed along with a bullying statement. Brochures, posters, and books have helped in the delivery of the no bullying message. "Bully Boxes" have been placed in the schools to make it easier for students to report their concerns.

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In Halifax County public schools, Safe and Drug-Free Schools and Communities Act (SDFSCA) funds help support several violence and drug prevention programs. Student Assistance Programs (SAP) at Halifax County High School and Halifax County Middle School provide individual and group counseling for students facing issues such as: anger management, changing families, grief, gender preference issues, pregnancy, legal problems, harassment, incarceration of family members, college application, depression, cutting, suicide, divorce, relationship issues, substance abuse, absenteeism, school performance, and problem solving. Student Assistance counselors also provide information, support, and referral services for students and families in need of community services.

The Halifax County Middle School Student Assistance coordinator trains teachers and oversees the *Olweus Bullying Prevention* program and *Success in Stages* (SIS), a high school level bullying prevention program, as well as *Project ALERT*, an alcohol, tobacco, and drug prevention program. The coordinator also utilizes *Teen Tobacco Users*, a tobacco cessation program. All middle school students participate in *Olweus Bullying* and *Project ALERT*.

The Halifax County High School peer mediator and Student Assistance coordinator works with approximately 500 students each year, in addition to the 45 trained mediators. The coordinator provides individual counseling and referrals as well as peer mediation. The program has a 99% success rate with an average of 350 mediations being successfully completed each year. The mediators also hold a focus week called *Increase the Peace Week* with daily activities. Additionally, they work with the Halifax County Cancer Society to raise money, go Christmas caroling at local nursing homes, purchase gifts for the Angel Tree, and donate money to the families of students who experience death or serious illness. Peer mediation and Student Assistance are vital to the school and are utilized by administrators, students, parents, and faculty.

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Through Safe and Drug-Free Schools and Communities Act (SDFSCA) funding, Hampton City schools provides Student Assistance Program (SAP) services to four middle schools. A full-time counselor is based at each school providing prevention and intervention services for students and families. The SAP has been an integral part of services in Hampton City schools for approximately 20 years.

Over this span of time, the program has changed dramatically. Originally, Hampton was a pioneer within the state in the area of SAP services. At that time, the model included employees from a local agency (Alternatives, Inc.) working full-time in the schools, primarily providing substance abuse services for students and families. In 1982, Hampton and Alternatives were nationally recognized for the comprehensive services to students and families.

Although funding challenges have greatly reduced the size of the program, the SAP has survived as a basic model of service delivery. No longer restricted to substance abuse services, the SAP now offers individual and group counseling for any number of issues faced by students and is the major force in prevention programming at the designated schools. Because of Hampton's urban setting, we face significant challenges in gang prevention, conflict mediation, mentorship training, and working with students from poverty. The SAP counselors are a tremendous resource in all these areas. Alternatives, Inc. still serves as a partner, but now in the area of supervision, training, and support as opposed to direct service delivery. SAP counselors are currently school division employees as opposed to agency personnel working in the schools.

Because of anticipated losses in grant funding and because the current program serves only a few schools, the SAP will work toward changing once again. A greater emphasis will be placed on the core team model of service delivery or in adopting a comprehensive prevention program that will serve the school division without reliance on full-time personnel to staff the program. There is a strong need for agency partnerships to serve the school division and to utilize one or more evidence-based programs that are more cost effective.

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In Hanover County, the Substance Abuse Prevention Advisory Committee (SAPAC) is comprised of parents, students, community services representatives, law enforcement, and school representatives. It provides suggestions and guidance for all of the division's prevention plans. The two substance abuse prevention counselors coordinate and deliver a comprehensive safe and drug-free schools program which includes:

- Delivering *Project Alert* curriculum to all sixth-graders;
- Co-facilitating *Beginnings*, a drug education program co-sponsored by Hanover Community Services;
- Providing a substance abuse awareness summer training open to all staff and in-service training to school nurses and new administrators;
- Offering *Not on Tobacco* (NOT) (American Lung Association) Training to all faculty members;
- Providing groups for children with addicted family members in the middle and high schools;
- Providing a Web link at each school to a centralized prevention Web site that provides substance abuse information and resources to parents and students;
- Distributing informational e-mails to HCPS faculty and staff to keep them advised of current trends in adolescent substance use and a substance abuse referral "paperless/electronic" packet to all middle and high school faculties;
- Participating in the *Regional Youth Summit* by recruiting participants and attending the Summit as an Adult coordinator and supporting the selection of *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) teams with participants from all four county high schools;
- Coordinating, training and implementing the seventh substance use prevention program based on *Project ALERT* curriculum;
- Providing parent education programs and substance abuse trends in cooperation with our parent resource center, Regional Drug-Free Alliance and the I CARE coalition;



- Children's Steps to Respect (STR), Second Step, and Olweus *Bullying Prevention Program* - anti-bullying and violence prevention programs for the elementary and middle schools;
- Funding training and continuing support for *Olweus Bullying Prevention* training in all elementary and middle schools; and
- *Student Organization for Developing Attitudes* (S.O.D.A.) - delivered by high school students to all fourth-graders.

Hanover County Public Schools (HCPS) also works closely with the prevention efforts of the Hanover Sheriff's Office and Hanover Community Services. Other programs include:

- Boys and Girls Club - after-school program at one middle school;
- *Drug Abuse Resistance Education* (D.A.R.E.) - delivered by school resource officers (SROs) to all fifth-graders;
- *Guiding Good Choices* (GGC) and Parents Supporting Parents delivered to elementary, middle, and high school parents in the schools by Hanover Community Services' staff;
- *Here, Now and Down the Road: Tips for Loving Parents* - nurture and resiliency building for parents of three- to eight-year-olds delivered in the schools by Hanover Community Services' staff;
- Drug Forum - sponsored by the sheriff's office for the purpose of having high school students identify substance abuse issues in their schools and community.

Hanover County public schools continues to identify and intervene early with drug-involved students, to assist parents in linking to appropriate community treatment and resources, and to provide prevention programs to decrease the number of drug-involved students. While our core services remain consistent, we are constantly re-evaluating the services and information made available to faculty, parents, and the community so that we can continue to be partners in our efforts to make our schools safe and drug-free.

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Safe and Drug-Free Schools and Communities Act (SDFSCA) funds will continue to be used to expand and enhance existing programs that aim to prevent acts of violence and drug use, and improve student achievement. Existing programs include: *Project ALERT*, *Hands-Up Mentoring* program, peer leadership, conflict mediation, staff development, Student Assistance Program (SAP), and school-based mental health services related to illegal drug use and violence. We plan on continued implementation of the *Life Skills Training* (LST) program in grades 3-6 throughout the 2006-07 school year. Additionally, we will continue to implement the *Talk It Out* program in grades K-5 and the *Peers Utilizing the Leadership Skills of Students At Risk/As Resources* (PULSAR) program in grades 6-8.

The SDFSCA programs and activities were chosen according to need and proven effectiveness. Our analysis of data indicates a need for prevention and intervention programming in the specific areas of reported fighting, assaults, and illegal drug use/possession in our schools. Recent data analysis also indicates needed activities for reducing delinquency, especially in grades 7-12. Analysis of prevalent risk factors in our school and community that justify our programs/activities include: low neighborhood attachment, low or no participation in community activities, availability of alcohol and other drugs, academic failure, delinquency, and early antisocial behavior.

Given the high number of suspensions in grades 7-12 due to fighting and student assault, concentrated services such as conflict mediation, staff development, and school-based mental health services will be directed to our middle and high schools. Additional resources/materials on anger management and conflict resolution will also be available through the high school SAP program. Given the high number of truant students, truancy mediation or a collaborative solutions approach to truancy and attendance problems will continue to be implemented. Mediation brings together students, families, and school administrators to discuss poor attendance and other issues, such as behavioral concerns, academic declines, and the student's overall emotional stability. All parties work together to build understanding, brainstorm ideas to address issues and concerns, and develop mutually satisfactory options for resolving truant behavior and related attendance problems.

Performance measures for our comprehensive program include annual 20 percent reductions in reported fights, assaults, and illegal drug use/possession, and a 5 percent decrease in self-reported use of alcohol, tobacco, and marijuana. Annual progress reports

on our performance measure will be shared with the public through televised school board meetings, parent advisory/Parent Teacher Association (PTA) meetings, health advisory board meetings, and Weed and Seed Steering Committee meetings.

We will continue to receive parent consultation and input through the health advisory board meetings and parent advisory board meetings. With the assistance of the health advisory board, semester and annual evaluations will occur to check for progress against locally selected performance measures.

Continued efforts will be made to coordinate our programs with other federal, state, and local prevention programs being implemented by the Boys and Girls Club, Office on Children and Youth, 26<sup>th</sup> District Juvenile Court and the Harrisonburg-Rockingham Community Services Board. Some examples of coordinated state, federal, and community-wide efforts to prevent drug use and acts of violence include: *School Resource Officer* (SROs) program, mediation training and services, weapons awareness program, parent workshop *Pride* questionnaire, sexual harassment workshop for students, and anger management groups. Harrisonburg City schools will continue to participate in the Healthy Community Council which has proven to be an excellent vehicle for us to coordinate our programs.

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The Henrico County public school division is located in suburban Richmond, Virginia. It serves approximately 47,868 students in 65 schools and alternative sites. The Safe and Drug-Free Schools and Communities Act (SDFSCA) programs are one facet of a coordinated prevention effort to reduce drug use and violence among youth, grades K-12. Programs include intervention for at-risk youth, grades K-12. Programs also include: peer helper and mediation programs, Student Assistance services, parent education (*Guiding Good Choices*), materials/training for teachers and school resource officers (SROs) in the *Life Skills* training curriculum, training of teachers in the *AI's Pals* program, instructional materials related to drug and alcohol prevention, student leadership conferences, and all-night alcohol/drug-free celebrations for teens.

The awareness and intervention program provides an intervention for students who violate Code 2 (substance abuse) of the Henrico County Code of Student Conduct. Students are educated about the risks of drugs and alcohol and are assisted in developing good coping skills. Referrals are made for assessments and treatment as necessary. This program has been very successful in preventing future incidents, and all students have reported that the program was beneficial and will assist in deterring them from any future drug involvement.

Peer helper programs promote a positive school climate in all of the secondary schools. Peer helpers are students that receive 16-20 hours of training in active listening, communication skills, decision-making skills, and conflict resolution. Some of the activities that peer helpers engage in include: mentoring, tutoring, serving as ambassadors to new students, leading student discussion groups on important issues, leading awareness activities such as *Red Ribbon Week* and *Prom Promise*, and they also remain active in the community through service activities. Peer mediators are students who receive intensive training specifically in conflict resolution. They assist their peers in resolving minor disputes with the goal of preventing these incidents from leading to discipline referrals or violence. Student Assistance services complement the peer helper initiatives by cultivating staff support of prevention and intervention services. Student Assistance coordinators provide training to students and staff about recognizing the signs of alcohol/drug use and make community resources available for quick access to schools. Other services provided include student support groups.

The Henrico County Public School Board endorses comprehensive substance abuse and violence prevention programming to support a disciplined and drug-free learning environment for all students.

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Henry County schools uses Safe and Drug-Free Schools and Communities Act funding to support a number of activities to address concerns related to violence, drug, and alcohol abuse.

The school division and the Henry County Sheriff's Office collaborate to provide the services of a school resource officer in the county's two middle and high schools. These school resource officers work with individuals and groups in activities designed to prevent violence and substance abuse. The proactive approach has been an effective deterrent to potentially serious situations.

Henry County schools contracts with two community agencies, Piedmont Community Services and For the Children: Partners in Prevention, to provide specialized services. Research-based programs, *Life Skills* and *Gateway Drugs Action Pack* are presented to selected age-appropriate grade levels. In addition, Piedmont Community Services trains high school students to act as peer mediators for middle school students, conducts parenting classes that address concerns of violent behavior, substance abuse, and provides assessment and referral services on an "as needed" basis. Partners in Prevention works with high school students through classroom presentations that address teen violence, sexual assault, drug, and alcohol abuse.

In order to collect data concerning the effectiveness of the school division's efforts to combat violent behavior and substance abuse, the Pride Survey will be administered to students in grades 7-10 in the spring of 2007. The division will use data from this survey as an indicator of program effectiveness and to plan for future activities.

*Red Ribbon Week* was celebrated in the elementary schools during September, 2006. Schools received a budgeted amount that they were able to use to purchase materials and sponsor activities designed to increase student awareness of the dangers of drug use and violent behaviors.

Henry County schools operates a parent resource center at the local mall. Funds are used to purchase materials that can be distributed to parents at this center. This has been a successful avenue for reaching parents who are not likely to seek assistance with behavior and substance abuse problems at a traditional school setting.

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The Highland County School Board revised and approved a school handbook of policy, regulations, and procedures that include issues such as alcohol, substance abuse, violence, and providing a safe environment. New handbooks were distributed at school-wide assemblies for elementary, middle, and high school students. Highland County Public schools has a substance abuse and violence prevention curriculum which is interwoven with the health curriculum at each grade level. Additionally, the curriculum is supported by *Drug Abuse Resistance Education* (D.A.R.E.) for fourth- and fifth-grade students. A school resource officer (SRO) funded by the county sheriff's department presents *Class Action* to all middle and high school students. The superintendent, the high school principal, and the sheriff met with the middle school students three times during the school year to discuss issues regarding bullying in the schools.

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Safe and Drug-Free Schools and Communities Act (SDFSCA) funds are used to provide professional school-based mentoring services to students in grades K-12 who are experiencing discipline problems including issues related to alcohol/drug use. We contract with a local agency to provide these services to our students. Mentoring services are provided in small groups by a certified or licensed mentor. The mentors use the *Second Step* curriculum. Lessons include empathy training, interpersonal problem solving, behaviors' skills training, and anger management. Students can be referred to the mentoring program by teachers, parents, guidance counselors, and school administrators.

SDFSCA funds are also used to support an alternative program for our students suspended out of school. We contract with a local agency to provide this alternative program. The *Second Step* curriculum is also used in this program. One of our elementary schools has implemented the *Too Good for Drugs* (TGFD) and *Too Good for Violence* (TGFV) materials.

One of our elementary schools has implemented *Al's Pals* at the kindergarten level. SDFSCA funds were used to send five kindergarten teachers and one guidance counselor to training and purchase a curriculum kit for each participant. SDFSCA funds were used to pay for two security officers for the after-prom celebration.



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The Safe and Drug-Free Schools and Communities Act (SDFSCA) allocation is used to provide research-based violence, bullying, and substance abuse prevention, and character building strategies. These goals will be accomplished through contracted services through our *Lions Quest* coordinator and the counselors provided by the Center for Child and Family Services. Materials have also been purchased to assist our guidance staffs in their character education programs.

The *Lions Quest* coordinator provides information to our students to equip them with the skills, knowledge, and confidence to resist the lure of drugs, alcohol, tobacco, and illicit drugs. These lessons promote improved decision-making, problem-solving, assertiveness, resistance and goal-setting skills, while cultivating positive interaction with adults and peers.

The Center for Child and Family Services will work with our middle and high school students to reduce their aggressive behaviors. The bullying program is entitled *Students Against Violent Youth* (SAVY). In this program, students learn the following skills: understanding characteristics of bullies, qualities needed in a positive relationship, clarifying feelings and expressing them appropriately, verbal confidence and positive body language, forgiveness, and specific strategies to deal with bullies. The counselors also incorporate the following goals: develop a school-wide method for students to report bullying behavior; and improve school attendance and academic performance. The objective is to encourage student perceptions of school as a safer and friendlier environment.

The program designed to address aggressive behaviors is named *Peaceful Alternatives to Tough Situations* (PATTS). Students identify mood patterns and anger triggers, learn anger management techniques and goals, and give/receive support for controlling anger. Skills that are taught are: alternatives to violent behavior, recognizing anger cues, and peer refusal skills. All of these programs are instrumental in reducing our violent offenses and drug violations in our school division.

## **KING GEORGE COUNTY**

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King George County School Division has prevention as the underlying goal for the school year 2006-07, Safe and Drug Free Schools and Communities Act (SDFSCA) will help in our efforts. We participate in a regional prevention planning partnership with three other counties and the City of Fredericksburg. This group identifies problem areas as a region: truancy, teen pregnancy, teen criminal behaviors, adolescent substance abuse, and teen violence. We have completed a survey of risk and resilience factors for several counties and the City of Fredericksburg and are using that information to plan regional intervention efforts.

Since it is clear that prevention must start early, we began our implementation of an evidence-based violence prevention program, *Second Step*, with K-3 grades in our three elementary schools. For the last two years, we have been expanding that effort to include grades K-5. At this point, all teachers in grades K-5 have classroom kits and all the support activities to make it user-friendly. King George has also simultaneously updated our code of conduct to increase the identification of bullying behavior and its consequences. A code of conduct which was written in "elementary style" language/format helped to get the message across that violence in any form is unacceptable.

At the middle school level, the school division has initiated a staff/student mentoring group for young males at risk to behavioral, substance abuse, or academic failure concerns. The males who work in the building—at all levels (from custodian to assistant principal) -- have a regular contact with their assigned student to begin to build investment and connections. Additionally, we have a young women's group who meets with the local female probation officer and a social worker to increase resilience in these students. We are in the process of adopting an evidence-based curriculum for the middle school program.

The high school efforts are in the early stages of program development for a mentoring group of students and staff. We are working toward an afterschool program for at-risk students as well as a targeted group of students for intensive efforts. The primary focus at the high school has been a truancy reduction initiative. Software to support a classroom-based attendance log has helped to involve the faculty in the effort in a relatively seamless process. We hope to address the class-cut issue by additional software for next year.

Substance abuse has roots and impact at all levels of our community. We work together with Mary Washington Hospital to provide substance prevention education that includes tobacco as well as drugs and alcohol. Using the *Get Real About Drugs* curriculum, the fourth- and seventh-grades are receiving intensive information and activities. Our plan is to develop that same curriculum for use at the high school level as well.

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King William County public schools Drug Awareness/Prevention Advisory Committee works collaboratively with and incorporates input from local law enforcement, prevention agencies, parents, and school personnel to plan and support various drug and violence prevention activities for our youth. Numerous programs and activities have been implemented to promote the drug and violence prevention efforts and the protective factors that help “protect” our students from the negative influences in their lives. These programs and activities include:

- Red Ribbon Week
- After-prom activities – *Prom Promise*
- *Student Organization for Developing Attitudes* (S.O.D.A.) program – high school students deliver a series of lessons on good decision making to fourth-grade students
- Life Skills training
- *Drug Abuse Resistance Education* (D.A.R.E.) program – information is delivered to fifth-grade students by a county law enforcement officer
- Students Taking A New Direction (STAND)
- Character education
- Conflict resolution
- Parent training in resolving family conflicts – primary level
- Bullying prevention and peer mediation programs – provided to students at every grade level to help increase their protective factors
- *Too Good for Violence* (TGFV) – newly implemented this year with students in kindergarten through fifth-grade
- *Keeping Bullying Out of Our School* (KBOOS) – newly implemented this year at the middle school

Grant money from the local sheriff’s department and the Safe and Drug-Free Schools and Communities Act (SDFSCA) were used in continuing to fund our school resource officers (SROs) at the high and middle schools. SROs provide a visible measure of safety for our school community both during the regular school day and at afterschool functions/activities.

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King and Queen County schools have informational and prevention programs across grade levels. Guidance counselors, prevention specialists from the Middle Peninsula Northern Neck Community Services Board (MPNNCSB), mentors, and teachers implement programs in the schools. In addition, in-school counseling is available through *Project Hope* for children who experience domestic violence.

Elementary schools are involved in the *Second Step* program from grades K-7. The program focuses on making choices, empathy, friendship, and resolving conflicts. Sixth- and seventh-grade students participate in a bully prevention class.

The school division is also participating in *Life Skills* training classes through a grant from the MPNNCSB. The prevention unit provides an instructor and materials. *Life Skills* training provides instruction in decreasing cigarette smoking, alcohol and marijuana use, social anxiety and negative attitudes. The program also stresses health knowledge, assertiveness skills, personal self-control, self-confidence, and self-satisfaction. The *Life Skills* program also identifies how the media and advertisers influence youth to use products that may be detrimental to their emotional and physical health.

Middle and high school students participate in a prevention rally sponsored by the Rural Virginia United Coalition in partnership with the MPNNCSB. A day-long prevention conference is held involving schools, community and religious organizations, as well as parents at a local campground or high school. Activities include promoting positive peer pressure, night vision mentor programs, and "Be an Informed Parent and Targeted Youth." Special sessions are held for parents. Parents and community participants receive informational packets with prevention activities and gun safety locks.

Students participate in *Red Ribbon Week* activities to encourage students to stay drug and alcohol free. Themes include: Monday – "Drugs Give Me the Blues" (wear blue); Tuesday – "Team Up Against Drugs" (wear your favorite team jersey); Wednesday – "Sock It to Drugs" (wear crazy socks); Thursday – "Drugs Will Turn You Inside Out" (wear inside out t-shirts); and Friday – "Celebrate *Red Ribbon Week*" (wear red).

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To maintain desired attitudes toward drugs, alcohol, tobacco, and anti-social activities, Lancaster County Public schools provide instruction and activities through curricular and non-curricular modes. Through Safe and Drug-Free Schools and Communities Act (SDFSCA) funds, this school division has been able to provide support for after-school programs, which not only help students academically and emotionally, but also keep some students from wandering the neighborhoods and getting into trouble. The students are also provided instruction on the prevention of drug use, tobacco use, alcohol use, violence prevention, self-esteem instruction, conflict resolution, bullying, anger management, and peer mediation by implementing *AI's Pals*, *Drug Abuse Resistance Education* (D.A.R.E.), and employing a school resource officer (SRO). Students at the high school level also are provided with the opportunity to be part of the *Students Against Destructive Decisions* (SADD) club activities, and the after-prom celebration for the prom participants.

Lancaster County public schools is doing an excellent job in educating the students, parents, and its community about drugs, alcohol, tobacco, peer pressure, and anti-social activities.

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Lee County Public schools utilized the results from the *Pride Surveys* to plan the Safe and Drug-Free Schools and Communities Act (SDFSCA) program. The following programs are supported by SDFSCA funds during the 2006-07 school year:

- 40 percent financial support of the resource officer's salary;
- *Pride Surveys*;
- *Responding to Student Threats and Violence* staff development;
- *Life Skills* curriculum in grades 3-8;
- *Character Counts (CC)*;
- *Positive Action (PA)* in grades 3-7;
- *Class Action* in tenth-grade;
- Peer mediation;
- *Red Ribbon Week*; and
- *Students Against Violence Everywhere (SAVE)*.

The *Responding to Student Threats and Violence* workshop trained administrators, counselors, and central office staff on the skills, knowledge, and materials to assess situations of student threats and violence and provided them with better techniques to address the problems.

*Life Skills* is taught with health classes in grades 3-8 and equips students with a greater ability to refuse offers of alcohol, drugs, and tobacco. The program focuses on positive means of dealing with negative situations, self-esteem, good decision-making, and the consequences of drug and alcohol consumption.

The *Positive Action* program is integrated into the regular classrooms and also into the health classes in grades 3-7. Some elementary guidance counselors also use the materials for group activities. The program equips students with the tools they need to be happy and successful in life and not allow violence, alcohol, and tobacco use to prevent them from achieving these goals.

The *Students Against Violence Everywhere* program is implemented at the high schools through the Junior Reserve Officers Training Corps (JROTC) program and student council. The program assists students in recognizing potential violent behaviors and reporting them to authorities as well as helping the students re-direct to more positive behaviors.

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Lexington City schools has a focus on age-appropriate prevention activities for the entire student population and also for small groups of at-risk students or individuals who are showing indications of at-risk behavior on an as-needed basis. Funds are being used in the following programs during the 2006-07 school year:

- Guidance counselors use *Character Counts* (CC), along with other appropriate materials, to instruct students in character education. Funds also provide guidance personnel and some materials to support an afterschool service club for upper elementary students that meets weekly. The club members facilitate service projects within the school and community. The experiences promote positive attitudes, behaviors, and empathy towards others for the club members.
- 
- Consumable name badges used in security modules are purchased with Safe and Drug-Free Schools and Communities Act (SDFSCA) funds. The equipment (purchased in previous years by these funds) allows more careful screening and recording of those who enter the schools and maintains a safe instructional environment. The badges allow for quick identification of all visitors within the school.
- 
- At least one staff member attends a state or national workshop on bullying using SDFSCA funding.



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The student services section of Loudoun County public schools coordinates and implements comprehensive alcohol, tobacco, and other drugs (ATOD), and violence prevention programming in grades K-12. This enables students to gain resistance and refusal skills while enhancing asset development, resiliency, and protective factors in order to reduce the level of ATOD use and violence among students identified as being at-risk. Parental outreach and education continues to be an essential part of this overall program. The section also conducts and implements various Student Assistance Programs (SAP), such as special education counseling, coordinated group counseling, and the provision of clinical support for the self-contained emotionally disturbed (ED) classes.

- Presentation materials on bullying were provided to school counselors in grades K-12. All new school faculty were provided in-service on bullying awareness.
- Pro-social and resistance skills are taught through a weekly three day drug and alcohol prevention/early intervention seminar called *Insight*.
- *Get Real About Violence (GRAV)*, *Life Skills*, and *Too Good for Drugs (TGFD)* have been implemented at various levels within the school division.
- Student Assistance assessment and referral services continue through a partnership with Loudoun County Mental Health and Substance Abuse Services.
- School social workers will continue to conduct socio-cultural assessments, conferences, telephone calls, trainings, and consultation in the areas of parenting skills and community resources.
- School-based substance abuse prevention groups are conducted in an effort to improve students' ability to cope with problems as a result of the skills learned in a group.
- Students receiving in-school restriction for tobacco violations will participate in the smoking prevention program.
- In-service trainings continue to be provided for faculty and principals to promote protective environments.

Community networking to support ATOD prevention work continues to be fostered and includes expanded support, outreach, and education services for parents.

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Louisa County provided drug counseling through Region X in our *Real Educational Alternatives Against Drugs* (REAAD) program. When pre-tested, 100 percent of the students participating in the program showed an acceptance of drug, alcohol, and tobacco use. After intervention, 100 percent showed increased disapproval of the use of these products. There were no repeat offenders. Seventy students in the alternative school received counseling with regard to anger, aggressiveness, peer choices, and good vs. poor choices. Overall, there was a 50 percent reduction in disciplinary incidents with a 6 percent reduction in suspensions over the previous year. The program continues to assist our division-wide prevention efforts.

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Lunenburg County public schools has used the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to implement the following research-based violence and drug prevention programs: *Get Real About Violence* (GRAV), *Life Skills* (grades 3-8), and *Al's Pals* (grades K-2).

The school division continues to provide counseling to identified students involved in bullying incidents or potential peer conflicts through Family Preservation Services, Inc. for contracted small group prevention sessions. A bullying workshop was conducted for instructional personnel in the division.

Lunenburg County public schools has partnered with Southside Area Health Education Center to implement a smoking cessation grant from the Virginia Tobacco Settlement Fund. The funds have been used to provide: coordinator, parent, and school resource officer (SRO) training; evaluations of the above-mentioned compendium programs; and prevention, safety, and character education materials.

The evaluations have shown that the programs have been effective in reaching our goal of making our schools safe and drug-free for our students.

## **LYNCHBURG CITY**

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Lynchburg City schools' comprehensive prevention program has many facets. Activities are centered on drug and violence prevention education and staff development. There is a focus on early intervention with many efforts targeted for elementary schools.

All Lynchburg second-grade students participate in the *Too Good for Violence* (TGFV) curriculum that is provided through a partnership with Central Virginia Community Services. The *Drug Abuse Resistance Education* (D.A.R.E.) program is a continuing, collaborative effort between our schools and the Lynchburg Police Department. Fifth-graders in 11 elementary schools receive instruction in their classroom from certified D.A.R.E. officers. The school division collaborates with Lynchburg Youth and Prevention Services to conduct *Project Double Team*. This creative program matches high school athletes and elementary students for Saturday practice sessions that include an hour of basketball and academic mentoring. *Double Team* is also in place for several other competitive sports throughout the school year.

Central Virginia Community Services assists the two high schools by conducting a chemical awareness education program for student athletes testing positive for drug use. The athletes are required to complete the program and be free of drugs before returning to play a sport. Each high school has an active *Students Against Destructive Decisions* (SADD) club that plans prevention activities during the year. School resource officers (SROs) are located in all secondary schools and use both the *Class Action* and *Get Real About Violence* (GRAV) curriculum as they provide classroom instruction. A part-time substance abuse prevention counselor works with students in alternative education settings using the *Here's Looking at You* (HLAY) drug prevention curriculum.

Every three years, Lynchburg sixth-, ninth-, and twelfth-grade students participate in the *Lynchburg Youth Risk Behavior Survey* (YRBS). Safe and Drug-Free Schools and Communities Act (SDFSCA) funding has been used to compare the results of the surveys conducted over the past six years. Results indicate a positive trend in the prevention of students' risk taking behavior.

With funding provided through SDFSCA, all administrators, counselors, and school psychologists participate in special training on *Responding to Student Threats of Violence*. This training, provided by the *Virginia Youth Violence Project* at the University of Virginia, School of Education, is to help school officials handle perceived risk of violence in schools. In addition, staff members receive training in *Question*,

*Persuade, and Refer (QPR)*, a suicide awareness and prevention program to assist students who may be at risk.

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The Madison County public schools' Safe and Drug-Free Schools and Communities Act (SDFSCA) programs are comprehensive K-12 initiatives. Our character education program is infused in Madison Primary and Waverly Yowell Elementary Schools. Our *Breakfast Buddy* program at Madison Primary School and our *Lunch Buddy* program at Waverly Yowell Elementary School have seen much success as evidenced by our increased student attendance.

William Wetsel Middle School and Madison County High School have implemented an alternative education program at each school site. Initial results have shown that the programs have increased student attendance and lowered out-of-school suspensions. SDFSCA funds have been used to support early intervention outside counseling for violence and bully prevention. Counseling is a vital part of the program. Madison County public schools continue to benefit from the SDFSCA funds and programs.

## **MANASSAS CITY**

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The Manassas City public schools' Student Assistance Program (SAP) is a systematic response to troubled middle and high school students. It provides a multi-disciplinary team assessment, intervention and referral service through a school-based student services team. The goal of Student Assistance is to connect students and their families with helping resources in the school and in the community. The team manages school-based resources to eliminate duplication and inappropriate use of services. Our SAP partners with the Community Services Board New Horizons Program for Alcohol and Other Drug (AOD) Abuse intervention and treatment. Student Assistance is not special education. The student services team does not replace guidance counseling or child study, but works in concert with them.

A typical student services team consists of: administrators, guidance counselors, school resource officer (SRO), team coordinator, social worker, attendance officer, safety services, psychologist, and AOD counselor.

Services provided through the SAP include:

- Short-term individual counseling
- Student support groups
- Resource classes
- Liaison to community resources and referral aid
- Faculty/teaching team consultation
- Classroom presentations
- Peer conflict mediation training and mediation services
- Parent conference
- Alternative education placement
- Substance abuse risk assessment
- Drug and mental health information films and visual aids
- Substance abuse and tobacco education.



## **MANASSAS PARK CITY**

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Manassas Park city schools implement a comprehensive proactive set of programs to promote safety, non-violent behaviors, and healthy choices. The integral concepts are implemented throughout the curriculum and over the course of the school year. In addition, the counselors at each level provide individual counseling and small group counseling to assist students with anger management and self-esteem building.

A key program to the lower and upper elementary schools is the school-wide *Character Counts* (CC) program. The CC program is a nationally recognized character education program that promotes positive, pro-social behavior based on the following “Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.” Through guidance lessons and small group counseling, students address the ideas behind the Safe and Drug-Free Schools and Communities Act (SDFSCA). They discuss and practice the pillars in an effort to understand its applications and the consequences for taking part in violent and risky behaviors. Students also participate in *First Friends*, a buddy system for at-risk students to learn from their peers and see firsthand the positive effects of healthy, self-respecting choices.

Manassas Park Middle School and Manassas Park High School also participate in an array of activities to promote safety and healthy living, both within the curriculum, and through events like *Red Ribbon Week*, and clubs like *Students Against Destructive Decisions* (SADD). They also have an alternative education option for at-risk students through the Prince William Technology Academy.

## **MARTINSVILLE CITY**

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Martinsville City public schools received \$15,026.03 in Safe and Drug-Free Schools and Communities Act (SDFSCA) funds for the 2006-07 school year. Because the data indicates that Martinsville has a community problem, not just a school problem, every effort is made to coordinate SDFSCA services with other agencies in order to provide a comprehensive alcohol, tobacco, and other drug (ATOD), and violence prevention program.

Martinsville City public schools' philosophy is to address problems as early as possible. There is an identified need for supplemental early intervention/prevention programs that include drug and violence prevention activities. There is also a need for parenting education and community workshops. Martinsville City schools are very fortunate to have a very active community services board and have contracted with Piedmont Community Services to provide the following activities:

- Monthly parenting classes, using the *Parenting for Prevention* curriculum, are provided for preschool and elementary school parents.
- Weekly groups that focus on friendship skills, decision-making skills, and communication skills meet at each of the three elementary schools.
- Special concern groups assemble to discuss topics such as divorce, loss, and children of substance abusers (COSA) issues.
- *Project ALERT* and *No More Bullying* are used at Martinsville Middle School.
- Four quarterly parenting sessions are provided for parents of alternative education students.

In addition to the above activities, the *Second Step* program is used in grades K-8. It is also used with middle and high school students involved in alternative education classes, the Workforce Investment Act (WIA) summer work program, and the Individual Student Alternative Education Plan (ISAEP) students.

Martinsville City public schools works with the Martinsville Police Department, the Martinsville Sheriff's Department, the Drug Task Force of Martinsville and Henry

County, and other community agencies as appropriate on special projects throughout the year. The *Pride Survey* is given every two years to all students in grades five, eight, and ten to identify areas of need and for evaluation purposes.

## **MATHEWS COUNTY**

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Mathews County public schools have participated in a number of Safe and Drug-Free Schools and Communities Act (SDFSCA) programs and activities. At least four high school students and a chaperone attend the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference each summer. This group returns to the high school in the fall and sponsors various programs about drugs throughout the school year including *Red Ribbon Week* activities. The school resource officer (SRO) is the sponsor of this group.

The *Students Against Drunk Driving* (*Students Against Destructive Decisions*) (SADD) organization has held monthly meetings to prepare to sponsor activities throughout the school year including *Prom Promise* week. Speakers have conducted sessions on such topics as self-esteem, character, and substance abuse. Students have been very responsive to the speakers. Teachers have been encouraged to do follow-up activities with the students and to keep the information at the forefront for the students.

The community services board prevention council sponsored a weekend rally for students in the immediate region regarding substance abuse. It included training for the attendees. The SRO is very active in the prevention council and as a result encourages the students in the school division to be involved in these training activities.

A bullying program has begun at the middle school. The guidance counselor and school psychologist wrote a grant and received funds to support this ongoing program.

## **MECKLENBURG COUNTY**

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The division's Safe and Drug-Free Schools and Communities Act (SDFSCA) program is making bullying prevention, dating violence, crisis management planning, attendance improvement, and substance use the main topics of focus in 2006-07. Guidance counselors are utilizing bullying prevention resource packets to train their school staffs in bullying prevention techniques. South Hill Elementary School also won an *Olweus Bullying Prevention* mini-grant this year and will combine this resource with SDFSCA programming to improve and enhance their program. Schools will also continue to utilize the *Relate for Teen* and *Relate for Kids* interactive violence prevention software and anger management /violence prevention worksheets as an intervention when they have been identified as having bullying tendencies or violent behavior.

Our middle schools are implementing the *Safe Dates* program to decrease the incidents of dating violence among students. It is anticipated that the educational and relationship/sensitivity components of the program will also serve to decrease the level of sexual or gender related incidents of violence at school.

With the help of a U.S. Department of Education (ED), Office of Safe and Drug-Free Schools, Emergency Response and Crisis Management grant, the division has developed a school and community taskforce to assess division/school comprehensive safety, crisis management, and security/threat needs. This group will also review current planning and readiness practices. The group will make recommendations for upgrading and enhancing division safety and emergency response/crisis management plans, programs, and physical improvements.

Along with the juvenile court and court service unit, we have implemented an attendance improvement program that requires each school to develop attendance improvement plans and to compete for recognition as the school with the highest attendance. Student discipline is tied into this program and we have updated our student discipline guide, as well as used SDFSCA funds to purchase classroom management training materials for our faculty. Our division is making this effort to decrease the numbers of office referrals, thereby making student discipline more consistent throughout the division.

In an effort to reduce the impact of a number of serious issues with our alternative education population (violent behavior, truancy/drop out, substance abuse), we have partnered with a local licensed community behavioral health provider to offer a healthy

lifestyles program. This program is centered on *Project SUCCESS*, the U.S. Department of Health and Human Services, Substance Abuse & Mental Health Services Administration (SAMSHA) Model program. This includes a comprehensive physical health/exercise/nutrition component along with the core *Project SUCCESS* curriculum. In addition, we are offering the Web-based interactive alcohol prevention program, *Alcohol-Edu*, to all our ninth-grade students this year. We will also offer *Guiding Good Choices* (GGC), a substance abuse intervention program designed for parents of our middle school students.

## **MIDDLESEX COUNTY**

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Middlesex County public schools uses Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to support public awareness campaigns at Middlesex Elementary School, St. Clare Walker Middle School, and Middlesex High School.

We have purchased an additional camera for one of our school buses. At Middlesex Elementary School, funds have been used to expand the *Second Step* program to grades 3-5. Teachers and staff members have received training in *Second Step*, and the program is now operating school-wide.

Funds have also been used to provide peer mediation training to middle and high school students and to purchase anti-bullying materials for St. Clare Walker Middle School.

## **MONTGOMERY COUNTY**

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Montgomery County public schools are located in rural southwestern Virginia. The school division has a student population of approximately 9,250 students who attend one of the 21 schools. Because our school division is small and our funding levels low, our safe and drug-free programs have been a community effort supported by several local and state agencies. Montgomery County public schools have had a very positive relationship over many years with the New River Valley Community Services agency (NRVCS). The NRVCS has worked collaboratively with the school division to provide quality programs and services which have bolstered the comprehensive health instruction already in place.

Bullying prevention programming began in the spring of 2001 as the result of a request for services at one elementary school in the county. In the last five years, a very strong bullying prevention program, *Olweus*, has been implemented in four middle schools and six elementary schools. Additionally, with the growing awareness of violence, a bullying prevention committee has been developed at all schools. To further support the needs demonstrated through surveys, faculty in-service to raise awareness of bullying was provided in each school. Professional development opportunities are available to all employees to continue to learn on-the-spot interventions for bullying as well as proactive measures in the classroom. For student leaders, bystander education is addressed, and for victims of bullying, support/education groups are ongoing.

Peer mediation programs in all middle schools in the county have been ongoing for the last 12 years, resulting in greater than a 90 percent successful resolution rate. Each summer, students are trained to become peer mediators. Throughout the school year, additional training is provided to help with team building and leadership development. Annual evaluations of this program have identified the need for additional training if a pattern of non-resolution is identified. Evaluations have supported the maintenance of this program as an integral part of the middle school experience.

Prevention programs, such as bullying prevention and peer mediation, Student Assistance Programs (SAP) (small group settings, anger management, crisis counseling, and substance users), and crisis planning have been maintained. SAP/services have been an integral part of the comprehensive program and have been shown through local evaluation to be the most effective way to address a student's early intervention needs. Crisis planning has taken on a new emphasis in recent years and our approach to crisis planning has changed also. Whether the planning addresses a national tragedy, the death of a student, or a local crisis, services are available to all schools upon request.



As with all of the programs and training provided by the NRVCS, annual evaluations have driven decisions regarding the implementation of new programs as well as the elimination of programs not producing satisfactory results. Annual evaluations also provide a new direction or emphasis for the Safe and Drug-Free Schools and Communities Act (SDFSCA) funds. These evaluations also have supported the need and provided the opportunity for schools to request services as needed.

## **NELSON COUNTY**

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Using Safe and Drug-Free Schools and Communities Act (SDFSCA) funds in coordination with other funding sources, Nelson County schools have developed a comprehensive and successful substance abuse and violence education program. Research-based materials from *Here's Looking at You* (HLAY) and *Get Real About Violence* (GRAV) are used as the curriculum for our *Substance Abuse and Violence Education* (SAVE) program.

The part-time coordinator recruits and trains community mentors to “adopt” a class of children and teach ten substance abuse and violence prevention lessons. This mentoring component has proven to be the strength of the program, communicating positive community values and norms very effectively to our students. The coordinator also teaches several classes as well as assures the consistency of the prevention message. The most recent *Youth Risk Behavior Survey* (YRBS) indicates a trend toward a reduction in the use of tobacco and alcohol. A decline in school discipline reports for violent behavior supports the correlation between the concepts and skills developed in the SAVE program, and positive behavioral change. Anecdotal reports also demonstrate that the children are using these skills in their daily lives. This trend in improvements is directly related to the lessons emphasized in SAVE.

The SAVE program emphasizes collaboration between the schools, parents, and the community. The SDFSCA grant has provided funds for parent meetings.

The SAVE program provides an atmosphere that fosters an opportunity for students to be able to talk about sensitive issues involving substance use and violence. More students whose lives are already affected by drugs and violent behavior have sought help. Funds from the SDFSCA helped to bring a part-time Region X Community Services Board (CSB) prevention specialist into the schools to provide more intensive counseling for these students, leading to a contract between the school division and the CSB. This addition to our school team has promoted increased community collaboration and has also empowered more parents to seek help on their own.

As the SAVE program has evolved and improved, it has begun to address risk and protective factors in all domains: the individual, school, peer, family, and community. Having funds available every year from the SDFSCA grant has made this continuous growth and progress possible.

## **NEW KENT COUNTY**

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New Kent County schools have implemented the *Al's Pals*, *Protecting You/Protecting Me* (PY/PM), and *Character Counts* (CC) programs through Safe and Drug-Free Schools and Communities Act (SDFSCA) funding. Safe and Drug-Free money also funds many student activities such as assemblies, *Teen New Kent Organized Youth Socials* (Teen NOYS), and workshops.

*Al's Pals* offers a systematic approach to teach children social and emotional skills. Teachers are provided with a toolbox of skills and techniques that help model and reinforce *Al's Pals* concepts throughout the day. Research conducted by Virginia Commonwealth University shows children who received *Al's Pals* made significant gains in positive social skills.

PY/PM is an alcohol prevention curriculum for children in grades 1-5. PY/PM helps reach children before they have fully shaped their attitudes and opinions about alcohol use by youth and their role in preventing it. The curriculum focuses on the effects of alcohol on the developing brain during the first 21 years of life. Research shows that the risk for alcohol and other drug use skyrockets when children enter the sixth-grade between the ages of 12 and 13. The *Mothers Against Drunk Driving* (MADD) *National Elementary School Project* has determined that PY/PM is the first step in the prevention of alcohol and drug use.

CC is an important part of each school in our county. This county-wide approach involves after-school activities, parent/student programs, and character building lessons. Like all educational activities, they are most effective when young people are continually reminded of what they have learned.

New Kent County started a monthly program called Teen NOYS geared to students in grades 6-12. Students are invited to attend interactive booths set up in the middle school gymnasium. There are approximately seven booths with topics such as refusal skills, problem solving, bullying, decision making, drug awareness, tobacco awareness, and alcohol awareness. New Kent also sends a group of students and a leader to the annual *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference. Many assemblies and workshops are provided for each school with the message of being safe and drug-free.

## **NEWPORT NEWS CITY**

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Newport News public schools implemented the *Al's Pals* program at 26 elementary schools, grades 1-3, and the *Life Skills* training program at nine middle schools, grades 4-8, in the academic year 2006-07. School resource officers (SROs) and the sheriff's department educated elementary, middle, and high school students on ways to prevent violence, promote healthy choices and decrease substance use. Education in Virginia law, utilizing *Gangs in Virginia* and *Class Action* curriculum, was also provided.

All five Newport News high schools provide an opportunity for students to promote a safe and drug-free environment by participation in the *Excellence Girls' Club* (EGC) (Woodside High), the *Children of Alcoholics/Addicts* (COA) group (Menchville High), *Not on Tobacco* (NOT) program (Denbigh High), *Coalition for our Development and Education* (CODE) group (Warwick High), *Student Ambassadors for Safe Schools* (Heritage High), and *Peer to Peer* support group (Huntington Middle School). For the past six years, five high schools have actively participated in the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) and *National Day for Concern for Guns and Youth Violence*. This academic year will be the first time a team of students from Huntington Middle School will be provided the opportunity to participate in Tidewater Regional YADAPP sponsored by Newport News public schools.

## **NORFOLK CITY**

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Norfolk public school division focuses on preventing drug use and violent behavior in an effort to create an environment that is safe and conducive to learning. Norfolk Public schools continues its partnership with the Norfolk Community Services Board (CSB) to provide the Student Assistance counseling program in all five Norfolk high schools and the alternative school. The program provides services to students, staff, and parents within the schools. Services include assessments and referrals to support groups or community resources that assist the students or their families. The counselors focus on awareness and prevention of substance abuse, violence, declining school performance, and crisis intervention. The program goal is to assist any student and their family with alcohol and other drug-related problems, violence, or stressful situations that may lead to risky behaviors.

Norfolk public schools continues providing the *Alternatives to Violent Behavior* program. This program focuses on anger management prevention and intervention for K-5 out-of-school suspended students and their parents. The Barry Robinson Center is contracted to provide the program in all of the 35 elementary schools. The goal is to provide elementary school principals with a program alternative for students who commit disruptive and aggressive acts, and to improve community perception and support for schools. Norfolk public schools' students also participate in school-wide and district-wide drug/violence prevention activities.

## **NORTHAMPTON COUNTY**

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Funds received from the Safe and Drug-Free Schools and Communities Act (SDFSCA) grant are used in a variety of ways at the four schools and one alternative center located in Northampton County. Crisis intervention training is provided to staff members throughout the division. A behavioral specialist provides counseling and supportive services to students who have, or who are at-risk for developing, significant problem behaviors.

**Teaching Each Child Holistically Center (T.E.C.H.)** - SDFSCA funds are used at the alternative center to support social skills curriculum implemented school-wide. The *Boy's Town Social Skills Behavior Model* is part of the student's natural day that culminates with daily mentoring. The program is based on the accumulation of daily points used to earn privileges within the school environment. Specific targeted areas for social development are identified weekly for each student. The students accumulate points for engaging in appropriate behaviors. Students may also lose points for engaging in inappropriate behaviors. When points are lost, students are given an option of recouping half of those points for practicing the appropriate skill.

**Kiptopeke and Occohannock Elementary Schools** - SDFSCA Funds are used at these elementary schools to support the *Character Counts* (CC) curriculum implemented school-wide. Students are provided instructional activities and materials that develop six ethical principals: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The program teaches through modeling the values of everyday living and decision-making. Teachers incorporate the language of the curriculum into their everyday encounters with the students. The guidance counselor makes scheduled visits to each classroom to teach the lessons and engage students in activities which are aligned with the Virginia Standards of Learning (SOL).

**Northampton Middle School** – SDFSCA Funds are used to support the *Don't Laugh At Me* (DLAM) curriculum which is an anti-bullying program. Activities are provided to assist students in the quick recognition of a bully and what to do if you are being bullied. Classroom visits are made several times throughout the course of a week. DLAM is provided to all sixth-grade students as a required enrichment class. The *Life Skills* training program will be taught to 100 eighth-grade students during the 2006-07 school year. All other grade levels are provided weekly classroom visits by the guidance counselors.

SDFSCA Funds are also used at the middle school to support curricula that focus on drug use prevention activities, gang prevention information, parenting, truancy, and issues of safety.

**Northampton High School** - The high school provides intervention activities which include: peer mediation, anger management, and conflict resolution. These activities are provided by a trained intervention counselor and have aided in reducing the number of serious confrontations between students.

## **NORTHUMBERLAND COUNTY**

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In order to maintain a safe, drug-free school environment, Northumberland County implemented *Second Step* (violence prevention curriculum), peer mediation, and child abuse prevention (CAP) training. A Student Assistance counselor and school resource officer (SRO) were utilized. These efforts have been very effective as indicated in the county's *Discipline, Crime, and Violence (DCV) Report*.

Other ongoing projects that have been effective with the students at the middle school and high school levels were peer mediation and *Drug Abuse Resistance Education (D.A.R.E.)*, which were locally funded. Northumberland County continues to utilize a SRO at the high school level, a partnership between the county and the local law enforcement agency.



## **NORTON CITY**

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Norton City public schools have used Safe and Drug-Free Schools and Communities Act (SDFSCA) grant money to provide an after-school program three days a week, two hours a day. Students in the program are in grades 3-7. Students are provided with a time to complete homework, receive tutorial assistance in areas needed, and receive remedial instruction in language arts and/or mathematics. Transportation is provided through grant funds.

*Drug Abuse Resistance Education* (D.A.R.E.) instruction is provided for 14 weeks to fifth-graders. Other grades receive D.A.R.E. instruction as requested by classroom teachers.

A certified D.A.R.E. officer with the Norton City Sheriff's Office provides D.A.R.E. instruction. A school resource officer (SRO) provides *Class Action* instruction to all sixth- and seventh-grade students. *Class Action* is also provided to students in grades 8-12 by the SRO.

## **NOTTOWAY COUNTY**

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Nottoway County public schools has developed a comprehensive K-12 Safe and Drug-Free Schools and Communities Act (SDFSCA) program through cooperative efforts with the Nottoway County Sheriff's Department, Blackstone, Crewe and Burkeville Town Police Officers, the Nottoway County Safe and Stable Families Prevention Board, and other agencies in Nottoway County. The program is designed to educate students, parents, teachers, and other staff members about alcohol and violence prevention.

Annually, the student code of conduct, as well as other policies, are reviewed, updated, and published for students and parents in the Nottoway County public schools Student Handbook. The No Child Left Behind Advisory Committee, composed of parents and teachers, meets and discusses issues concerning the impact of SDFSCA.

As a result of SDFSCA funding, Nottoway County public schools has trained and implemented *Get Real About Violence (GRAV)*, *Too Good for Drugs (TGFD)*, conflict resolution, and bullying prevention in all six schools. We have also enhanced our character education programs with supplemental materials in all schools, including incorporating character education into our accelerated reading programs at all elementary schools. The *Life Skills* program and *Al's Pals* program are also implemented in our elementary schools. Our secondary schools promote tobacco, drug and alcohol prevention through the *Youth Alcohol and Drug Abuse Prevention Project (YADAPP)* program, *Red Ribbon Week*, and the *None for the Road Campaign*. The annual *None for the Road Campaign* is a weeklong educational experience for students, parents, and teachers. Nottoway High School coordinates with the Nottoway County Sheriff's Office and the Virginia State Police to host programs for all students and their parents demonstrating the bodily effects of alcohol use and how it impacts driving.

Our community police officers have an open invitation to visit the schools and eat lunch with the students in an effort to strengthen the relationship between the schools and law enforcement. The Nottoway County Sheriff's Department comes into our schools to conduct *Class Action* and TGFD classes with our students. They also visit the schools to speak to individual classes about drug and alcohol awareness, laws, and implications of drug and alcohol use.

## **ORANGE COUNTY**

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Orange County public schools has used its Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to support a variety of programs and interventions. Funds have been used to support the staff development activities, purchase student materials and provide student services. Purchases and use of funds focus on research-based prevention programs such as *Life Skills* as well as individual, small group, family counseling, peer mediation training, and updating the crisis reference guide. The goal of our program is to identify at-risk students and provide early intervention services to prevent truancy, absenteeism, and substance abuse.

## **PAGE COUNTY**

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All pre-K and kindergarten students are participating in the *Al's Pals: Kids Making Healthy Choices* program. This program focuses on teaching children the skills to use self-control, solve problems peacefully, to care about others, and to differentiate between healthy and unhealthy situations and substances, such as tobacco, alcohol, and drugs. All of the pre-K and kindergarten teachers, teacher assistants, and school counselors were trained by the developers of this research-based program. This curriculum is taught twice a week to a whole group setting.

All students in grades 1-7 are participating in the *Second Step* violence prevention program. This research-based program is taught by the school counselors during their guidance time in the classroom. The curriculum teaches the students the skills to form healthy friendships and develop a strong bond with school. Students will learn how to respond empathically to others and practice steps for calming down, reducing anger, and solving problems.

## **PATRICK COUNTY**

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Patrick County public schools utilizes funds provided by the Safe and Drug-Free Schools and Communities Act (SDFSCA) program to employ a part-time Student Assistance counselor who works with students who may have the potential, or who demonstrate drug and/or discipline problems. In addition, funds are allocated to provide staff development for personnel on topics that include: student discipline, violence in schools, and oppositional defiant behavioral training. The school division also has incorporated training about threat assessment provided by the *Virginia Youth Violence Project* as a means of providing additional services/techniques for students.

## **PETERSBURG CITY**

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The Safe and Drug-Free Schools and Communities Act (SDFSCA) funds are being used to fund the following programs in Petersburg City schools:

- *Responding In Peaceful and Positive Ways* (RIPP) is provided to sixth-graders in both middle schools.
- *Beginning Alcohol Basic Education Series* (BABES) and *Peter the Puppy* (an intervention curriculum for students living in family environments where substance abuse is an issue) are provided through counseling groups to identified students in grades K-5.
- *James House Sexual Assault Outreach Program* (SAOP) is implemented for elementary and identified secondary students.
- The Petersburg Health Department is providing programs concerning Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases (STD) to the middle and high school students. Funds allow purchase of additional materials.
- Bullying prevention/intervention groups and programs are carried out in grades K-8.
- *Drinking and Driving* is provided to all driver education students.
- *Here's Looking At You* (HLAY) is provided to grades 6-8 at both middle school sites.

Program services include: the Student Assistance Program (SAP) for middle/high school students; 3-D monthly activities each December; *Red Ribbon Week* in October; *World AIDS Day* activities; a lending library of books, videos, brochures, games, and other resources.

SDFSCA funds also provide for partial salary/benefits for the prevention/intervention specialist who manages the grant and coordinates programs/services, oversees SAP, works in the schools with additional students referred to SAP, and writes and implements other related grants for programs/services/curriculum and the Virginia Tobacco

Settlement funds. Funding for this position enables the school division to grow related programs, provide training that enhances services, and seek current resource materials.

## **PITTSYLVANIA COUNTY**

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The Pittsylvania County school division has developed a comprehensive and successful Safe and Drug-Free Schools and Communities Act (SDFSCA) program to meet the needs of our K-12 students. Programs are available to support abuse counselors, a school resource officer (SRO), and provide materials to students and parents.

*Guiding Good Choices*, recognized as a promising program by the U.S. Department of Education (ED), is being used to assist parents and students at the middle school level. Selected middle school parents and students will receive training that will result in healthy behaviors and family bonding that will reduce the suspension rate. The school board agreed to require expelled students and their parents to successfully complete the five-week program as a prerequisite before returning to school.

Other activities included:

- support was given to the publishing and mailing of a drug booklet to parents of eighth-grade students that will result in the parents gaining knowledge about drugs;
- pamphlets, videos, and other materials have been made available to support our community in educating them about gangs; and
- students at the Regional Alternative School are provided with 10-week anger management classes as well as substance abuse classes and counseling as needed.

Assistance was also provided for the use of drug counselors and SROs. These professionals account for much of the training and technical support of all our schools.



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In Poquoson's four schools, specific vocabulary has been chosen and particular concepts are highlighted division-wide each month. One month is dedicated to substance abuse and includes topics such as tobacco, alcohol, drugs, prevention skills, and consequences. At Poquoson Primary School, the kindergarten teachers teach *Al's Pals* with assistance from the school counselor. The school counselor and/or classroom teacher teach *Too Good for Drugs* (TGFD) to kindergarten, first- and second-grade students. Topics are included in the newsletter so parents have the opportunity to reinforce concepts at home. Each Friday, all classes have time set aside for character education. Topics include cooperation, self-respect, and making good choices.

The counselor at Poquoson Elementary School visits classrooms on a weekly basis to provide instruction using the TGFD curriculum. In addition, one of ten character traits is highlighted each month throughout the school year. Students receive instruction from resource teachers once a month on each character trait. Students also earn raffle tickets when they demonstrate the monthly character trait. The counselor is available for individual and group counseling when students need support to remain safe and drug-free.

At Poquoson Middle School, TGFD curriculum is taught through physical education and health classes. Teachers provide the primary instruction with support from the school counselors. There is an emphasis on decision-making as the school counselor provides classroom guidance instruction on school safety, character education, and tolerance education. As needed, one-to-one counseling is provided to students relating to substance abuse and safety issues. Parent education programs are provided to help equip parents with knowledge and skills with respect to prevention and substance abuse.

In Poquoson High School, substance abuse issues are addressed in health and physical education, weight training, nutrition, and psychology classes. There is active student participation in *Students Against Destructive Decisions* (SADD), the *Prom Promise* program, and planning for the after-prom party. Identified students may be court-ordered to participate in drug counseling provided through private agencies. School psychologists provide counseling, lead groups, and provide threat assessment services as needed. Students and their parents are offered participation in a substance abuse program when the school division's drug and alcohol policy is violated.

## **PORTSMOUTH CITY**

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The Portsmouth public schools' Office of Youth Risk Prevention is responsible for implementation of Safe and Drug-Free Schools and Communities Act (SDFSCA) programs. The mission of the office is to provide support to the Portsmouth public schools' Department of Curriculum and Instruction that empowers youth and their families through a variety of services designed to promote academic, social, and emotional success. SDFSCA funds support the efforts of two student resource liaisons that provide direct services on a regular basis to three middle and three high schools, serving a total of 6,539 students. Liaisons are assigned to middle and high schools five days per week for program implementation. They are also called to 16 elementary schools on an as-needed basis. The areas highlighted below are programs and services that we view as successful because they address the six domains that underscore those skills/services necessary to support academic success, appropriate social interactions, and positive self-acceptance.

In an effort to increase protective factors for students in our division, the student resource liaisons provide direct services in the following areas:

- **Peer mediation** – training students in skills necessary to resolve disputes peacefully (each middle and high school, selected elementary school);
- **Anger management** – providing opportunities for students to examine their anger and learn techniques to manage it appropriately (all levels);
- **Drug abuse prevention** – exploration of personal communication styles, abilities to make responsible decisions, and self recognition (all levels);
- **Non-violent crisis intervention** – working with faculty and staff to provide training to recognize indicators of problem behaviors and de-escalation techniques through identification of the four levels of aggressive behavior and appropriate intervention;
- **Parent information sessions** – provide information and training to parents in an effort to assist them in supporting needs for student success;
- **Innovative programs** – implementation of *Liquid Lessons* – a program where students are involved in hands-on activities focused on group dynamics, including

conflict resolution, cooperation, teamwork, goal setting, communication, decision-making, trust building, substance abuse, and violence prevention;

- **The Life Skills program** – all seventh-, eighth-, and ninth-grade students through health classes;
- Participation in *Red Ribbon Week*, *Child Abuse Prevention Month*, violence prevention, alcohol and drug-free prom activities at selected schools;
- Collaborative prevention program implementation with Behavior Healthcare Services staff (middle and high); and
- Wrap-around student services through school social worker, school psychologists, school guidance counselors, and student resource liaisons - bringing together family advocates who interact on a day-to-day basis with students in an effort to get maximum benefit of input from a variety of services personnel.

The Office of Youth Risk Prevention will continue to provide services that are identified as needed to improve the lives of the children and families that are served through Portsmouth City public schools.

## **POWHATAN COUNTY**

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The focus of this year's Safe and Drug-Free Schools and Communities Act program was the implementation of the *Olweus Bullying Prevention* program in grades K-8 and the *Success in Stages (SIS): Building Respect* program at the high school level.

The *Olweus* student questionnaire was administered to students in grades 3-8 during February 2006. The survey indicated the need for a bullying prevention program and also helped to identify bullying hotspots. Steering committees including teachers, instructional aides, bus drivers, school resource officers (SROs), administrators, and parents were formed and trained. This past August, the steering committees trained the entire staff at each school. Schools held kick-off events involving parents and community members during September. Class meetings are held to discuss concerns that students may have. Team or grade level meetings with staff are conducted to assess progress and address bullying issues.

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In Prince Edward County public schools, Safe and Drug-Free Schools and Communities Act (SDFSCA) funds help support several important violence and drug prevention initiatives. A behavior consultant works with students across the school division but focuses on students in grades K-8. The consultant and a guidance counselor have developed a series of anti-bullying activities, including presentations to students and teachers, a poster contest, brochures, and class visits. The consultant and resource officer talk to every homeroom at the middle school to explain the importance of reducing bullying in the school.

A number of drug prevention activities occur at the middle and high schools, including recognizing *Red Ribbon Week* in October and *Violence Prevention Week* in April. A group of high school students prepares presentations on tobacco use prevention which they give to fourth-grade classes. They also display their posters on the risks of tobacco use in the elementary school cafeteria. The middle school has a school-wide assembly on drug and violence prevention delivered by representatives of the U.S. Drug Enforcement Administration (DEA). A resource officer is located at both the middle and high schools. The implementation of a five-step discipline process has resulted in a 50 percent reduction in the number of discipline referrals at the middle school.

A very active wellness committee studied issues of health across the school division. They are particularly concerned about the issues of obesity. The committee undertook a year-long study of snack and beverage selections offered by vending machines. They also reviewed the cafeteria selections and made recommendations to food services through a school board presentation. A sub-committee on pandemic flu developed a series of actions to inform students, teachers, and parents about preventing communicable diseases. A school-community effort to educate students and parents about the risks of diabetes has included a number of activities, including presentations to parents and a diabetes walk for students.

A very active community group provides a wonderful after-prom experience for high school students. Parents and community organizations partner to plan and present games, music, and food from midnight to 4 a.m. in a safe environment.

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Prince George County public schools has chosen to utilize its Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to implement Dr. Dan *Olweus'* *Bullying Prevention* program. Implementation has occurred at the elementary level. Research has demonstrated a greater impact is achieved in breaking the bullying cycle when younger students are educated. The program has a bullying coordinator who:

- Arranges for the kick-off assembly of Bully You, Bully Me, Let's Learn to be Bully Free
- Administers the bullying pre-test
- Debriefs the faculty about the survey results
- Heads the steering committee of parents and teachers
- Delivers classroom lessons
- Provides counseling to individuals and groups
- Administers post-tests to all existing fifth-graders

Post-testing has yielded positive results in combating bullying. An overwhelming number of students demonstrated with situational scenarios that they:

- Recognized different types of bullying
- Recognized the participants of bullying (i.e., witness, victim, and bully)
- Know strategies to combat bullying

Because the bullying program embraces many aspects of character education and peer mediation, the three subjects complement each other's efforts and goals.

To complement and reinforce what the SDFSCA funds are focusing on at the elementary schools, the middle school has found funding to implement *Rachel's Challenge*. The program inspires, instructs, and enables students to bring and maintain a positive change in school. The tragedy at Virginia Tech particularly reinforces the recommendation and use of this program. It is a program that has an impact.

## **PRINCE WILLIAM COUNTY**

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Prince William County public schools continue to employ eight Student Assistance Program specialists (SAPS). The specialists work primarily in middle and high schools providing primary prevention, drug education, anger management, conflict resolution, substance abuse assessment, referral, and support group services.

The division provides *A World of Difference* peer training, an anti-bias education program in 12 middle and high schools. We are implementing a comprehensive program evaluation which utilizes pre- and post-tests, focus groups, follow-up interview, and case studies for most of our programs and services.

This office has initiated a comprehensive suicide prevention program this year: training of all new teachers on detecting signs of suicide and depression, and referral methods; development of a parent component and presentation of the *Signs of Suicide* (SOS) screening program at our high schools.

In addition to individual and group counseling in the schools, SAPS conducted two evening alternative to suspension programs for students involved with substance abuse (*Interschool Management of Problems due to Alcohol, Chemical, or Tobacco* [IMPACT]) and tobacco use (*Focus on Tobacco*).

We provide training and materials for schools to utilize the *Get Real About Violence* (GRAV) curriculum at all grade levels. We offer staff development opportunities throughout the year on topics including substance abuse, violence prevention, conflict resolution, and evaluation. We publish a biannual newsletter called *Prevention Perspectives* which offers a community link for services.

**PULASKI COUNTY**

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The Safe and Drug-Free Schools and Communities Act funds for 2006-07 were used to fund the employment of a licensed professional counselor (LPC) to facilitate programs designed to make connections and establish relationships with the families of high risk students. The LPC works with students who have a history of absenteeism, drug abuse, physical abuse, risk of dropping out of school, and referrals for drug treatment within the division's Student Assistance Program (SAP). The LPC will coordinate with community services to provide a holistic means of strengthening the partnerships and meeting the needs of the community, parents, students, and school.

In addition, the LPC will coordinate partnerships with community services to provide drug and alcohol prevention and intervention counseling to students that have been referred or have faced a drug or alcohol infraction. The LPC will further ensure that students and families can navigate the system of appropriate services designed to instruct parents and families on ways to improve social and cultural skills. The utilization of SDFSCA funds have resulted in a steady decline in the dropout rate and long-term suspensions due to drug use and/or alcohol abuse.



## **RADFORD CITY**

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The Radford City school division is currently implementing the nationally recognized *Life Skills* program. The *Life Skills* program is designed to increase appropriate student attitudes toward alcohol, tobacco, and other drugs (ATOD).

The school division has contracted with the New River Valley Community Services Board to implement *Life Skills*. All students in grades 3-5, 7 and 8 will receive instruction from a prevention specialist or trained volunteer parent during the school year. The prevention specialist will administer and summarize pre- and post-tests for all students. This information will be analyzed by the local advisory committee and recommendations for improvement will be presented to the school board.

The indications from all involved with the implementation of this program are very positive and they are optimistic that the test results will indicate continued significant student progress.

**RAPPAHANNOCK COUNTY**

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Rappahannock County public schools has developed a comprehensive and successful Safe and Drug-Free Schools Program. This program includes drug prevention curriculum at both the elementary and high school levels. A dating violence prevention program has been developed at the high school, non-curricular activities, schoolwide programs, involvement with local agencies and special events are also part of the program.

Counseling has been a main resource for maintaining a safe, drug-free environment. As a division, counseling from the guidance department has always been a valuable resource in aiding our students in making good choices. In addition, group counseling provided by resources from the Rappahannock Rapidan Community Service Board, healthy choices sessions by Alan Rasmussen (Culpeper Community Services) and counseling (via referrals) from National Counseling Group have helped our division address many current issues. Programs such as the Character Education, Sexual Assault Victims Violence Initiative (SAVVI) and the school guidance program have worked to address violence and substance abuse among our students.

During this school year, the number of drug or alcohol-related suspensions has dramatically decreased and the number of weapon suspensions and incidences of fights have decreased. The severe and appropriate punishment of last year's students has helped to keep this year's numbers at a low point. Our goal remains to provide the safest, substance free environment for learning possible.

## **RICHMOND CITY**

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Prevention activity in our elementary schools is provided in several ways:

- There is a coordinated character education initiative, grades K-6, facilitated by Sandy Queen, Inc. Training and materials are provided to all elementary administrative and instructional staff in an effort to be consistent with regard to the concept and the curriculum.
- *Peer Mediators as Peacemakers* is offered in approximately 12 elementary schools. This is a pilot program in its third year that receives high praise from both administrative and instructional staff.
- *Al's Pals* is a resiliency-based prevention curriculum designed for delivery by trained teachers to teach children specific social skills. The program was tested initially in the head start classrooms of Richmond City public schools. The program is offered in *Head Start* and Virginia pre-school initiative pre-K classrooms. Additionally, we are expanding into Communities in Schools kindergarten classrooms through the Virginia Department of Health (VDH) and Virginia Tobacco Settlement Fund.
- The *Get Real About Violence (GRAV)* curriculum is an effective and user-friendly test tool that helps build a culture of non-violence in schools. We have recently participated in training for trainers for GRAV on all grade levels. The program is facilitated by violence prevention staff and guidance counselors. Funding is provided by the Safe and Drug-Free Schools and Communities Act (SDFSCA) and the VDH.

We will continue to provide violence and substance abuse activities in the middle schools utilizing the following initiatives:

- *Life Skills* training is a program that addresses a wide range of risk and protective factors by teaching young people general personal skills in combination with drug resistance skills and normative education. *Life Skills* is a universal, primary, school-based drug abuse prevention program that targets individual adolescents, typically in school classrooms. Funding for *Life Skills* has been provided through the support of Title IV dollars and a generous grant from Philip Morris USA.
- *Olweus Bullying Prevention* is a multi-level, multi-component, school-based program designed to prevent or reduce bullying in middle schools. The violence prevention staff is largely responsible for introducing and implementing the program.

- Our flagship middle school prevention program is *Responding In Peaceful and Positive Ways* (RIPP), a school-based violence prevention program designed to provide students with conflict resolution strategies and skills. It combines a classroom curriculum of social/cognitive problem-solving with real life skill building opportunities such as peer mediation. The curriculum and peer mediation are the responsibility of the prevention specialists.
- Additionally, we are piloting the *Too Good For Drugs* (TGFD) curriculum at Thompson Middle School.

The high school prevention activity picks back up with:

- *Get Real About Violence* (GRAV), 9-12. This is the high school component of the program previously described for elementary schools.
- Additionally, the division offers *Here's Looking at You* (HLAY), a substance abuse prevention program. The agency's goal is to provide Richmond Public schools with a school-based prevention program aimed at reducing the incidence of alcohol, tobacco, and other drug (ATOD) use among high school youth. The program also serves as the nominating, implementing, and follow-up vehicle for those students who participate in the annual *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) conference. Funding is provided by SDFSCA.

By May 2007, pre-K students in the *Virginia Pre-School Initiative*, *Head Start*, and *Communities in Schools Kindergartens* will demonstrate a 10 percent reduction in violent behaviors as a result of completing the *Al's Pals* program with a 90 percent mastery level, as evidenced by program pre- and post-tests and comparison of discipline data from 2004-05 school year to 2005-06 school year data. Students in the Virginia pre-school initiative, Head Start and Communities in Schools Kindergartens, will be offered the *Al's Pals* program, a science-based curriculum offered by Wingspan, Inc. The bullying prevention project has been implemented in two elementary schools. The project has been proven to be effective and utilizes a research-based curriculum developed by Dr. Dan Olweus.

By June 2007, students in grades pK-12 will demonstrate a 10 percent reduction in violent behaviors. Staff will encourage student participation in *Al's Pals*, GRAV, RIPP, *Life Skills*, *Olweus Bullying Prevention*, and *Alcohol Drug Abuse Prevention Treatment Services* (ADAPTS), as evidenced by *Discipline, Crime, and Violence* (DCV) data and school incident reports.

By June 2007, upon completion of *Life Skills Training*, *Responding in Peaceful and Positive Ways*, *Discovery Health Connection*, and/or other appropriate prevention activities, students in grades 6-12 will develop coping skills, decision making skills, and other social skills associated with resistance to drug use as evidenced by performance at the 90 percent mastery level on curriculum assessments and simulations.

Middle school students will participate in all aspects of the *Responding In Peaceful and Positive Ways* (RIPP) curriculum to include Great Schools and Families. Selected middle school students will serve as peer mediators in a conflict resolution program that is open to all middle school students. High school students will participate in the "Get Real About

Violence" curriculum. They will also participate in a RIPP booster and ADAPTS and all secondary schools will have access to the Discovery Health Connection.

By June 2007, students in grades 6-12 in Richmond City public schools will demonstrate a 10 percent reduction in fighting, aggressive acts, and weapons possession, coupled with a 10 percent reduction in substance use as a result of "Get Real About Violence", "Responding In Peaceful and Positive Ways" (RIPP), Life Skills Training, Bullying Prevention, and Alcohol and Drug Abuse Prevention and Treatment Services (ADAPTS) as evidenced by data generated by school discipline reports and behavior records.

The Truancy and Safe Schools Division will offer both the *Life Skills* Training and the *Responding in Peaceful and Positive Ways* curriculum.

## **RICHMOND COUNTY**

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Richmond County public schools provides a series of drug prevention programs designed to modify student behavior and to create a set of clear social expectations. The programs include *Red Ribbon Week*, multi-media presentations, high school student mentors, police officers providing anti-drug lessons, and small group learning sessions to discuss social issues such as bullying.

Richmond County public schools provides drug and alcohol awareness through the use of *Prom Promise* and *None for the Road*. These are utilized in combination with the after-prom party, which provides the students with a safe and drug-free environment. It also provides an opportunity to demonstrate to students that fun and entertaining activities do not need to include drugs or alcohol. All of these programs promote the realization that good choices create good outcomes which is a safe and healthy drug-free life.

Richmond County high school mentors visit elementary school students once a month to present lessons and offer guidance on dealing with peer pressure and setting priorities for success. A police officer provides lessons on drug awareness, which gives the students valuable information on making positive choices that will help to ensure a successful future free of drugs and alcohol.

Richmond County high school and middle school students collaboratively participated in *Project Lift*. This is a project from Virginia Commonwealth University which impresses upon students the importance of living a life free of tobacco. In addition, students had the opportunity to view a multi-media presentation, "*It's My Life*," which demonstrates strategies that can be used by the students to achieve positive personal goals.

Richmond County students created posters for *Red Ribbon Week* that were displayed throughout the schools to remind the students to live a drug-free life. Richmond County middle school students have been involved in *Project Toward No Tobacco Use* (Project TNT). This program teaches awareness of tobacco and encourages students to make healthy choices that do not include the use of tobacco products. Our middle school students take a course in healthy relationships called *The Haven*. It is imperative to teach our students that strong, positive, healthy relationships enrich their lives and enable them to make positive choices.

## **ROANOKE CITY**

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Roanoke City public schools is continuing its comprehensive drug and violence prevention program collaborating with the Roanoke City Police, Blue Ridge Behavioral Healthcare, the Roanoke City Health Department, and other agencies in the Roanoke Valley.

School safety, violence prevention, and a disciplined, student-centered school climate conducive to learning continue to be division-wide priorities. A significant portion of our division's Title IV Safe and Drug-Free Schools and Communities Act (SDFSCA) grant award is used to employ two Student Assistance Program (SAP) counselors who serve students at one of our high schools and our secondary alternative school. These professionals provide education, prevention, and referral services for students identified as needing assistance with substance abuse issues. The SAP counselors collaborate with school teachers and administrators, school counselors, intervention specialists, school nurses, teen health centers, mental health services, and families to ensure appropriate supportive services are available and provided to at-risk students. Life skills, anger management, and peer conflict mediation programs facilitated by the SAP counselors continue to be well-used components of their services.

Title IV SDFSCA funds allow our school division to maintain a contractual relationship with Blue Ridge Behavioral Healthcare to provide identified students with outpatient adolescent substance abuse services via individual and small group counseling sessions. This intervention service, provided to at-risk middle and high school students, has consistently received positive feedback from referred students and their parents. Title IV funds will be used to continue providing the opportunity for our two high schools and our alternative school to send teams of students to the state *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) convention at Longwood University. This year, the teams returned to their schools with plans to implement student-developed substance abuse prevention education and information programs on their campuses.

During February 2007, school staff will administer the Search Institute *Survey of Developmental Assets* or the *Youth Risk Behavior Survey* (YRBS) to all Roanoke City public school students in grades 6, 8, 10, and 12. Half of the students at each grade will participate in the Search Institute survey and half will participate in the YRBS. The surveys, their administration, scoring, and reports are made possible by the generous collaboration between community agencies serving Roanoke's youth. Survey results will be used to tailor SDFSCA award requests to meet the needs of our students by building

collaborative, supportive services and programs with the community that will build assets for our community's youth. Survey results will assist us in our efforts to continue providing appropriate and targeted interventions and preventions to students demonstrating risky behaviors.



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The Student Assistance Program (SAP) administrator coordinates Roanoke County's Safe and Drug-Free Schools and Communities Act (SDFSCA) program in collaboration with the assistant superintendent, Roanoke County Prevention Council, and the school health advisory board. Goals for the SDFSCA are in the school division's comprehensive plan which begins a new cycle this year. School policy mandates the SAP, supporting and directing programming efforts with specific regulations.

SAP is the infrastructure that supports approach for prevention services and activities to assist students in making good choices and identifying and intervening with students experiencing difficulties. The school division employs a master's level professional to guide the program, but the program involves all employees: administrators, principals, faculty, bus drivers, and others. Ongoing trainings include and promote everyone's efforts in supervising our students and recognizing red flags that might indicate problematic issues in students.

The county schools currently employ 15 master's level SAP professionals. Eleven employees are at the secondary level and four are dedicated to the elementary level. Eleven of the professionals are full-time. The equivalent of two-and-one-half persons is still dependent on grant funding. The rest are supported by local school funds. This is the twentieth year that the SAP has served the students of Roanoke county schools, beginning in the secondary schools and growing to include the elementary schools in the year 2000.

The secondary SAP staff works with an established "core team" in their school to develop strategies ranging from universal programs to assisting students and their parents. The core team represents the SAP professional and members of the school faculty, including administrators, nurse, counselors, and teachers. They meet on a regular basis to discuss pertinent issues and plan for action steps. The SAP team also gives faculty training in up-to-date risk and protective factors, provide individual and group counseling, and serve in consultation, referral to community sources, and case management. SAPs are available to students, staff, and parents. Last year, over 1,200 referrals were made to the SAP, resulting in over 3,500 counseling sessions and nearly 300 groups.

Some of the curricula for students used by the staff include:

- Life Skills

- Youth Connection
- Aggressors, Victims, and Bystanders (AVB)
- Olweus Bullying Prevention curricula
- My House Doesn't Work Right
- Hurting and Flirting
- Tobacco Free
- Kids Who Hurt
- Anger Management for Youth
- Stemming Aggression and Violence
- A Peace-able Place
- Too Good for Violence (TGFV)
- Too Good for Drugs (TGFD)
- Insight curriculum
- Helping Teens Overcome Problems with Alcohol, Marijuana and Other Drugs
- Reconnecting Youth (RY)

Three full-time and one part-time SAP coordinators provide services to all of our 17 elementary schools. They facilitate the *Life Skills* training curriculum to the grade 4-5 classes and assist with school-wide classroom and individual interventions. They work closely with the social workers from our central level who also intervene in problematic behavior. They are involved in *Red Ribbon Week*, individual and group counseling, and home visits.

Student conduct code violators are referred to the SAP. SAP team members attend expulsion hearings and assist with alternate placement. Students who violate the substance abuse policy and their parents attend an education program on Saturday mornings and sign a year-long contract with certain requirements, including intervention recommendations and drug testing. Approximately 90% of parents follow recommendations made by SAP.

In February 2006, we completed our third giving of the *Youth Risk Behavior Survey* (YRBS) to every student in grades 6-12. We now have trend data from 2002, 2004, and 2006 on the same survey. In the fall of 2006, the SAP administrator and the coordinator of the prevention council visited every core team in the secondary schools to present the school with its own data as compared to the county figures and national figures. Core teams were able to identify issues that are most prominent at their school and devise strategies to work with these issues.

Overall, our YRBS figures were very comparable to national figures, along with the trend of risky behaviors starting at earlier grade levels. Our close association with our community arm, the Roanoke County Prevention Council, allows us to reach for community and parental support in prevention and education efforts, and to help everyone understand this is not "just a school problem."

Other programming that contributes to the SDFSCA Program Efforts include our division-wide *Character Counts* (CC), peer mediation programs in all schools, and *Natural Helper* programs in secondary schools. Student leadership groups such as *Youth*

*Alcohol and Drug Abuse Prevention Project (YADAPP), Students Against Destructive Decisions (SADD), and Youth Empowering Safety (YES)* are active. Bullying prevention programming exists in all schools, supported by policy and regulation of the school division. A division-wide color code critical incident procedure is in place, as well as individual school crisis plans and teams. We work closely with our school resource officers (SROs) in our efforts to provide safe school environments.

Community coalitions, comprised of parents, business leaders, faith-based representation, medical members, and educators are established in all four corners of our county. They work to carry out the current year priorities of the Roanoke County Prevention Council in ways appropriate to their community. These priorities are:

- To decrease the number of youth under 13 beginning to engage in risky behaviors, including the use of tobacco, alcohol, and marijuana;
- To empower parents with the knowledge and skills to prevent youth involvement in risky behaviors; and
- To enhance collaborations with community leaders, including those from the faith, business, media, and treatment sectors.

## **ROCKBRIDGE COUNTY**

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Rockbridge County public schools' Safe and Drug-Free Schools and Communities Act (SDFSCA) project continues to implement a comprehensive program in partnership with the division's *Youth Resist Tobacco Project* that is funded through a Virginia Tobacco Settlement Foundation (VTSF) grant.

The *Too Good for Drugs* (TGFD) program continues in K-12. This program is taught by guidance counselors in elementary schools and by health instructors in the middle and high schools. The Mendez Foundation initially trained all of our instructors. Since then, we have had some turnover of personnel and have needed to provide extra support for these teachers.

The VTSF surveys are completed in grades K-12 and TGFD surveys are completed for grades 3-12. Kindergarten through second-grade teachers completed the instructor's TGFD survey.

Each middle school has a media club, with the *Youth Media Network* forming the basis for the media component. A media coordinator at each middle school works with the club. The club made posters, bracelets, brochures, scrapbooks, and bookmarks. They made public service announcements that ran on the local radio station and had newspaper coverage of their club activities.

The media clubs have been active in community projects during the last two years. For instance, the clubs have performed a trash pick up day each year to keep the roads litter free. Both clubs have continued to scrapbook all important events that took place within their meeting time frames. The clubs have completed service projects that have ranged from helping to cut up a fallen tree to be used as firewood for a needy family, to helping to collect food items during the holidays.

The media club at Rockbridge Middle School wrote a song and had the guidance counselor at the school put the lyrics to music. This was videotaped for the entire school to see. The club sings the song at the beginning of each meeting. They also recite the mission of the club.

Efforts continue to reach out to individual students who are seeking help regarding the use of drugs and tobacco. The safe and drug-free schools (SDFS) coordinator works with individual students or small groups of students during counseling sessions. The

coordinator uses the programs, *Intervening with Teen Tobacco Users* and *Helping Teens Stop Using Tobacco*. The coordinator visits schools weekly, assists with the media clubs, counsels students, serves as a liaison with local agencies, provides materials and resources, and assists with program evaluations. Our program provides materials requested by teachers to implement the SDFSCA project.

The *Stop the Violence* program is a research-based program that is implemented at Rockbridge Middle School. For the last two years, this program, along with the SDFSCA program, has worked collaboratively to put an end to aggressive behaviors in the schools.

Recently, there was a *Share Fair* in which the family and consumer sciences teacher, along with community agencies, put together a knowledge fair in which different agencies talked with students about law enforcement, drug use, tobacco, and other social issues affecting teenagers. This was an opportunity in which the SDFS coordinator was able to address the issue of violence with experts in the room to answer questions. The *Share Fair* is so positive and productive that it has become a part of the school's annual events. It is hoped that the other middle school will adopt the *Stop the Violence* program as well.

It should be noted that both middle schools and all five elementary schools have character education programs in place that address violence and bullying. The elementary program is a part of the general curriculum, while the middle school program focuses on themes that are discussed in health/physical education classes.

The high school has in place programs that help students learn how to approach conflicts in a positive manner. A team of high school students from Rockbridge County High School was given training last year (2006) at a leadership academy. The idea was to learn coping skills that could be used to mediate conflicts. Both the high school and middle schools have peer mediators. These peer mediators are trained to help students arrive at positive decisions when confronted by conflict.

We continue to build our SDFSCA resource library that is housed at the division's central office, and teachers find this resource very valuable.

As of 2005, new videos on character education, making decisions, and conflict resolution have been added to the schools' resources.

## **ROCKINGHAM COUNTY**

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Rockingham County Public schools (RCPS) has implemented a comprehensive Safe and Drug-Free Schools and Communities Act (SDFSCA) program. The program's success is a result of a collaborative effort among school counselors, the division's four counselor specialists (student assistant counselors), and school officials. Direct prevention and intervention services to students are key components of the program.

Prevention and intervention services for the 2006-07 school year include the following:

- Evaluations of students disciplined for substance abuse violations, *Substance Abuse Subtle Screening Inventory* (SASSI), and subsequent counseling;
- Anger management (individual and group);
- Bullying prevention and intervention (both perpetrator and victim);
- Relational aggression issues with groups of girls (as needed) and individually;
- Suicide prevention and intervention with students as needed;
- Self-injury issues with students on an individual basis;
- Supportive counseling with students regarding family issues, peer issues, grief/death, substance abuse in the family;
- Social skills training and support;
- Conflict resolution and mediation;
- Information/education to teachers and administrators on issues regarding substance abuse, self-injury, bullying, relational aggression, and gangs; and
- Coordination of services with community agencies.

Community members, teachers, counselors, administrators, and parents collaborate to provide ongoing program development, assessment, and general feedback regarding the SDFSCA program.

## **RUSSELL COUNTY**

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Russell County schools have developed a comprehensive K-12 approach to safe and drug-free efforts in our school division. Our program includes education, prevention, and early intervention.

The comprehensive plan for drug and violence prevention includes a K-12 school-wide approach for every student each year. In grades pk-1, the plan offers *Al's Pals*, a science-based program with proven effectiveness. The first-grade receives booster kits for all students. The second-grade has incorporated the *Drug Education Seminar Second Grade* into its drug prevention curriculum, which uses stories and activities to communicate to the children how alcohol, tobacco, and other drugs (ATOD) can hurt them in different ways. The children learn age-appropriate facts and different ways to say "NO" if someone tries to tempt them. In the third-grade, the *Keep a Clean Mind* program focuses on resisting peer pressure as related to drug use in the areas of alcohol, tobacco, and marijuana. In grades 4-5, the *Junior All-Stars* program deals with character development as related to ATOD use as well as violence-related behaviors. Also in grade 5, we offer the *Drug Abuse Resistance Education (D.A.R.E.)* program which offers a comprehensive approach to tobacco, drugs, and violence. In grades 6-8, the health teachers teach *Life Skills*, which includes drug resistance skills, personal self-management skills, and general social skills. Pre- and post-tests are given each year to measure the effectiveness of both *Al's Pals* and *Life Skills*. In Grades 9-12, *Intervening with Teen Tobacco Users: Tobacco Education Group (TEG)* is offered. In the alternative school, *Project Toward No Drug Use (Project TND)* has been implemented for high school youth (ages 14-19) to help resist substance abuse and promote self-control skills.

Student Assistance Programs (SAP) have been implemented in all elementary and high schools. They provide resources for individual and group counseling that help students resolve problems that lead to conflict and violence. Three full-time prevention specialists serve the elementary and high schools in the three areas of the county.

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City of Salem public schools supports the smoking cessation program STOPP (*Smoking Tobacco Organized Prevention Program*). We have implemented the *Quitting Tobacco: A Smoking Cessation Kit* curriculum as a mandatory program for students who have violated the anti-tobacco portion of the student conduct code. Each student must attend four one-hour sessions. The sessions cover the stages of quitting, the cost of smoking, the dangerous compounds that are in cigarette smoke, the adverse health side effects of smoking, and the process of quitting tobacco use.

Salem uses the *Character Counts* (CC) program at all levels, K-12, as its character education program. One pillar is emphasized each six-weeks. At the middle and high school levels, teams of students meet to develop programs and activities to involve the rest of the student body and to develop skits and short programs to take into the elementary schools.

Bullying prevention is a stated objective of the Salem School Board and is a part of the division-wide comprehensive plan. Cyber-bullying is a focus this school year and will remain so again in 2007-08. Software materials have been purchased and outside speakers have addressed bullying in the schools.



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Scott County public schools Safe and Drug-Free Schools and Communities Act (SDFSCA) program encompasses many components to help both prevent and avert drug, tobacco, alcohol and other substance abuse. To accomplish this, Scott County utilizes substance awareness brochures, the *Pride Survey*, the programs *Too Good for Drugs* (TGFD) and the *Youth Media Network* (YMN), in conjunction with a comprehensive character education plan. The program lessons and brochures target abuse awareness and the risk of harm that substance and alcohol use and abuse can create. The program also provides instruction on bullying, self-esteem, decision-making, and relationship skills. Scott County public school SDFSCA program highlights helping students make good choices. The targeted grades are 3-8 for YMN, grade 8 for TGFD, and grade 8 for the *Pride Survey*.

## **SHENANDOAH COUNTY**

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Shenandoah County public schools provide instructional programs and services to students to provide learning environments that are safe, drug-free, and conducive to learning. Programs are funded in a variety of ways including Safe and Drug-Free Schools and Communities Act (SDFSCA) dollars. The majority of SDFSCA money is used to fund services to students who present the greatest need. Our Student Assistance Program (SAP) provides small group counseling to identified middle and high school students using evidence-based programs. These services are contracted through our local community services board (CSB). A part-time intervention counselor provides this service to students attending our alternative school using *Project Toward No Drug Use* (Project TND).

Student instruction is age-appropriate and developmentally based. The Shenandoah County Sheriff's Department expands curriculum through *Drug Abuse Resistance Education* (D.A.R.E.) at the elementary level. The sheriff's department also provides *Class Action* at the high school level. The *Life Skills* training program is implemented at the middle school level.

Parents continue to be active with after-prom celebrations and *Red Ribbon Week*. Our juvenile court judge also distributes alcoholic beverage control (ABC) brochures when driver's licenses are given to teens.

Our local advisory board, Shenandoah County Family/Youth Initiative, recently developed and administered a parent survey. A local businessman developed a database and a parent volunteer is currently entering information from the survey. This information will be used to boost parent involvement in prevention initiatives in the community.

Student substance use and behavior is assessed every three years through the administration of the *Pride Survey* to students in grades 6-12.

## **SMYTH COUNTY**

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Smyth County schools strive to ensure that all students are educated in a safe and drug-free environment. Using a comprehensive approach, this goal is achieved by implementing to all students using numerous researched-based programs, alternative activities, and information regarding drug use.

Smyth County schools implement programs and activities that strive to reduce risk factors and enhance protective factors of the students we serve. Prevention programs such as *Second Step, Protecting You/Protecting Me* (PY/PM) and *Promoting Alternative Thinking Strategies* (PATHS) are conducted in grades K-5. Guidance counselors provide coordination for implementation of these programs at the individual school level. Researched-based *Life Skills* training and *Project ALERT* programs are taught to middle school students. The *Keepin' It REAL* [Refuse, Explain, Avoid, Leave] program is being implemented in the teaching alternative day program.

Full implementation of the *Olweus Bullying Prevention* program will be in place in all middle schools during the 2006-07 school year. In our elementary and high schools, bullying is addressed through the individual schools' *Character Counts* (CC) program. Through a cooperative effort with local law enforcement, numerous interventions are available to the youth of Smyth County. All high schools have a full-time resource officer. These officers work to reduce violence and drug use in our schools and provide *Class Action* instruction. The Smyth County Sheriff's Office provides an officer to teach *Drug Abuse Resistance Education* (D.A.R.E.) in our elementary schools.

*Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) clubs in two Smyth County high schools provide leadership to reduce drug use and provide drug-free alternatives to students in their schools. Activities such as community service projects, sponsoring of school social activities, and distributing anti-drug use materials are among the events these clubs implement.

All three of the Smyth County high schools participate in either after-prom parties or *Project Graduation*. Community organizations and businesses as well as parents sponsor these events in conjunction with the schools.

## **SOUTHAMPTON COUNTY**

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Southampton County public schools has developed a comprehensive and successful Safe and Drug-Free Schools and Communities Act (SDFSCA) program. The program attempts to involve all students, K-12, their parents, faculty and staff, and the community. The school division has collaborated with the Southampton Department of Social Services, Sheriff's Department, Juvenile Court Services, and Western Tidewater Community Services Board. As a result, the safe and drug-free program has been very successful.

Students in Southampton are given the opportunity to participate in activities in the schools focused on prevention. The family life curriculum is in place for all students in grades K-12. Topics such as alcohol, tobacco, or illegal drug use are discussed. At the conclusion, surveys are administered as a form of evaluation. Some evaluations indicated that by the end of the class, students were well educated on the negative effects of alcohol, tobacco, and illegal drugs.

Fifth-grade students participate in the *Drug Abuse Resistance Education* (D.A.R.E.) program. D.A.R.E. is offered to these students through our local sheriff's office. A fifth-grader from one of the elementary schools said, "D.A.R.E. was fun! Now I know to stay away from drugs and alcohol."

Students in grades 5-12 have a conflict resolution program (peer mediation) available to assist students who are experiencing some type of conflict. Due to funding availability, peer mediators receive the appropriate two-day training to help others resolve their conflicts. As mediators, they provide the leadership for our annual *Teen Resource Day* activities held in the spring. They are the leaders of *Red Ribbon Week* held in October. Duties include passing out ribbons, buttons, pencils, pens, etc., to all students. Additionally, peer mediators participate in the annual *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) held in the summer.

Another drug and violence prevention activity is a group counseling program presented to students in grades 9-12. An anger management component is included to help students avoid violence by learning positive responses to their anger. At the last of the eight sessions, students are asked to give their input as to how the group sessions helped them. "The sessions were not long enough," a student stated. All comments are evaluated to make any necessary changes for the following school year.

With the funding provided, Southampton County was able to hire a SDFSCA technician to coordinate and implement all activities and projects. The funding has helped the program by providing the appropriate training, staff development activities, and workshops. Also, the community and parents are able to stay abreast of all SDFSCA activities via school newsletters and oral presentations at the monthly Parent Teacher Student Association (PTSA). The SDFSCA program continues to be a success.

## **SPOTSYLVANIA COUNTY**

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Over the past 15 years, we have developed a broad-based community commitment to prevention and early intervention through the leadership and support of the Virginia Department of Education (VDOE) and the Safe and Drug-Free Schools and Communities Act (SDFSCA). We have established effective research-based programs as well as implemented changes to help our schools become safer and more able to meet the needs of all students. Programs including bullying prevention, conflict resolution, Student Assistance, and violence prevention have all been effective at helping our schools deal with our changing community and world.

Last year, the SDFSCA grant funds were used to provide additional resources, materials, and training in areas considered needing reinforcement by a review of national, state, and local data. This included:

- updating drug education materials for middle and high schools in the areas of drinking and drugged driving, steroid use by athletes (*ATLAS* and *ATHENA* programs), spit tobacco, and over-the-counter drug abuse by youth aimed at middle school students;
- after-school programs at nine middle and high schools aimed at at-risk youth;
- staff training in *Project ALERT*;
- bullying prevention training and materials for staff at all levels;
- parenting education groups and production of the new *Parent Education Guide* concerning substance abuse information and education for parents;
- Student Assistance team training and materials for all 28 schools;
- violence prevention educational materials for all schools;
- pilot drug education program, *Keep a Clear Mind*, for fourth-grade; and
- data collection, analysis, and review concerning state, local, and national safe and drug-free schools' issues.

A reduction in funding this year has severely reduced our ability to provide after-school programs for middle and high school students. Without permanent funding for research-based programs, including Student Assistance counselors for schools, before-and-after-school programming, state level support for daily health/physical education at all elementary and secondary schools, program evaluators and grant researchers for smaller school divisions, and continued state and federal support, the strides we have made over the past 15 years will be lost.

## **STAFFORD COUNTY**

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Stafford County Public schools (SCPS) are committed to providing a comprehensive Safe and Drug-Free Schools and Communities Act (SDFSCA) program for every student. Activities are centered on drug and violence prevention education, social skills programs, staff development, and parent involvement.

*Drug Abuse Resistance Education (D.A.R.E.)* is a continuing, collaborative effort between our schools and the Stafford County Sheriff's Office. Fifth-graders in 17 elementary schools receive ten weeks of instruction in their classrooms from certified D.A.R.E. officers, designed to prevent or reduce substance abuse and violence. Students are provided with strategies to enhance social and communication skills, as well as information on substance abuse and violence prevention.

With funds provided by SDFSCA, Stafford County has provided materials and training for the *Second Step* program, a violence prevention curriculum. *Second Step* is a research-based, social, and emotional learning program designed to address empathy training, anger management, and problem solving. *Second Step* is offered to Stafford County students at the elementary and middle school level. *Life Skills* training is offered to students in the alternative middle school program in small group counseling sessions. *Life Skills* training addresses all of the most important factors leading adolescents to use one or more drugs by teaching a combination of health information, general life skills, and drug resistance skills.

Peer mediation teams for peaceful problem solving are available in many Stafford County elementary, middle, and high schools. Counselors are provided with training to educate peer mediators and maintain their mediation program. An annual *County Wide Peer Mediation Day* is organized each year as a conference/workshop for all county mediators with sessions taught by school counselors.

Stafford County schools are committed to providing juniors and seniors with a safe alternative to risky after-prom activities. Teachers, staff, and parents work together to create a drug- and alcohol-free celebration, which is well attended each year by students. SDFSCA funds facilitate the effectiveness of these activities, making the option a popular choice for our students.

SDFSCA funds a *Youth Alcohol and Drug Abuse Prevention Project (YADAPP)* team from Stafford Senior High School to attend the state-wide conference. All SCPS high

schools will be given the opportunity to participate in YADAPP 2007 using SDFSCA funds.



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Staunton City school division has woven together three major programs for targeted students to support the reduction of drugs and violence in the schools via K-12 education in school support, and community and parent involvement.

Staunton City schools' discipline data indicated an increase in disruptive discipline referrals in specific areas of middle school and high school. A two-prong approach designed to focus specifically on the target areas was developed. FSR Associates, a recognized counseling provider, was contracted to deliver anger management and conflict mediation to students in the middle school in conjunction with implementation of the *Olweus Bullying Prevention* program. Safe and Drug-Free Schools Community Act (SDFSCA) funds were used to provide the contracted services and purchase the *Olweus* materials for teacher training. Monitoring behavior records and portfolio development, we have found the students to be more positive and to be using appropriate social skills.

The second target group was ninth-grade students at the high school. Using the services of FSR Associates, additional support through group meetings and mediation was offered to the students within the school day. Students were chosen based on academic and behavior records from the middle school. The discipline records of the identified at-risk students have remained below the average for all students for the year.

Responsibility, social occupational skills, and community adult mentors are major tenets of the *Mid-Corp/Youth Corp* programs offered to approximately 60 Staunton City youth by the local office on youth (OOY) each year. This service is available to Staunton City School students in part due to the SDFSCA funding and the willingness of the local OOO to partner with the schools. For 12 weeks each year, students are paired with local businessmen to volunteer after school, as a means of demonstrating the pre-vocational/social skills training learned in sessions led by OOO staff.

Through the *Virginia Alcohol Safety Action Program* (VASAP), Staunton students are offered reduced suspension and academic credit if the child and parent agree to participate in VASAP as first offenders of the division drug policy. In 10 sessions, students receive information on the dangers of drug use and ways to deter further abuse. During the program, multiple drug tests are conducted.

## **SUFFOLK CITY**

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One component of the division's comprehensive safe school plan involves the implementation of a drug and violence prevention program for all students. The Safe and Drug-Free Schools and Communities Act (SDFSCA) grant supports this initiative. The division implements a school-based program in grades K-12 that is designed to reduce risk factors and equip students with the knowledge, skills, and attitudes that they will need to remain drug-free. SDFSCA funds are used to support the purchase of the *Mendez Too Good for Drugs* (TGFD) and *Too Good for Violence* (TGFV)-*High School* curriculums and training teams. The curriculums are research-based and feature measurable objectives, evaluation tools, and parent components.

Each school in the division appoints a safe and drug-free school specialist who receives a stipend for monitoring the program's implementation. These specialists will educate students, teachers, and the community on safe schools and violence and drug prevention. They will conduct staff trainings, disseminate educational information, and plan parenting programs on bullying, gang awareness, and Internet safety. They will also conduct conflict mediation sessions on violence prevention and anger management in grades K-12.

The safe schools program is scheduled and implemented at designated times in each school by the safe and drug-free school specialists. Classes are taught by the schools' physical education teachers, classroom teachers, and/or guidance counselors. Staff training is ongoing for the sponsorship of mentoring and Student Assistance Programs (SAP) in the elementary, middle, and high schools. In high schools, students participate in the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) and attend the state-hosted YADAPP meetings.

In partnership with the Substance Abuse and Youth Advisory Council, Western Tidewater Service Board, and Suffolk Initiative on Youth, Suffolk Public schools will continue to provide drug and violence prevention programs, assemblies, forums, and workshop sessions for students, staff, and the community. These agencies will assist the school division with its annual *Youth and Law Enforcement Day* (YALE) activities, which are designed to empower selected students with decision making skills, management of emotions, and the establishment of positive peer relationships. In addition, the high schools will monitor and target students who qualify for participation

in the city's *Community Service Initiative Program* that is funded by the Governor's Office on Substance Abuse Prevention (GOSAP) grant.

Suffolk public schools realize that prevention programs must reach beyond the school, into the home and community. Students were randomly administered the *Too Good for Drugs* (TGFD) survey and staff completed the teacher observation checklist. Data was also gathered to identify problematic risk factors in the schools from the *2004-05 Superintendents' Annual Report* and *Suffolk Crime Report*. Compelling evidence suggests that the greatest challenge for the division is the escalating gang activity and increased use of tobacco among middle and high school students. In partnership with prevention providers, such as Western Tidewater Community Service Board, Exile, and state and local police, parent workshops and seminars will be coordinated to promote awareness to reduce the incidents of student assault against other students. To further reduce tobacco use and aggressive behavior, schools will focus on awareness and conflict resolution programs.

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The Surry County public schools' Safe and Drug-Free Schools and Communities Act (SDFSCA) program uses a comprehensive approach designed to foster skills in students that promote appropriate citizenship behavior throughout the school and community. The division has a character education program in grades pK-12 that has support from community agencies such as the Surry County Office on Youth (OOY). Each month during the school year, a different character word is featured. Examples include respect, responsibility, kindness, forgiveness, and honesty. Students may write about the featured word, make oral presentations during announcements, or demonstrate the word in a community event, such as performing random acts of kindness when the word "kindness" is being featured. Other activities that promote a safe and drug-free environment include distributing literature to students and parents about drug and alcohol prevention as well as the consequences for abuse, at parental involvement activities.

The *Promoting Alternative Thinking Strategies* (PATHS) curriculum is implemented at the elementary level. This comprehensive program promotes emotional and social competencies that reduce aggressive and acting-out behaviors. At the middle school level, the *Program for Young Negotiators* is utilized. This program fosters a positive approach to violence prevention by offering alternatives to fighting and other violent behaviors. The high school participates in the *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP). Each summer, youth leaders and an advisor attend the YADAPP conference and develop a plan for implementation during the next school year. In addition to programs that are supported with Safe and Drug-Free Schools and Communities Act (SDFSCA) funds, collaborative programs with community agencies are incorporated as well. Middle school students participate in the *Drug Abuse Resistance Education* (D.A.R.E.) program sponsored by the sheriff's department. The OOY provides *Guiding Good Choices* (GGC) training for parents of adolescent youth. This multiple session program is designed to empower parents to promote appropriate behavior through improved and consistent family management.

## **SUSSEX COUNTY**

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Through our health and physical education classes, we are able to provide instruction to our students regarding the dangers of using alcohol, drugs, and tobacco. Our curriculum is supplemented with instructional resources that include research-based modules. Each module includes one parent and six student videos, a reproducible student workbook, group projects, role plays, teacher's guide including lesson plans, staff and parent training guides, pre- and post-assessments, bibliography, and four full color posters.

We are continuing our partnership with the Virginia Department of Corrections (VADOC) in the implementation of the *Drug Abuse Resistance Education* (D.A.R.E.) program for students in grades K-5. Last year, one of our elementary schools implemented a school-wide discipline program that was developed through collaboration with the Training and Technical Assistance Center (TTAC) and Longwood University. We are also continuing our partnership with District 19 Community Services Board (CSB) as we enter year two of *Responding in Peaceful and Positive Ways* (RIPP) program implementation, which is a research-based conflict resolution program designed for middle school students. Also in collaboration with District 19 CSB, the middle school has implemented this year a program called *Learn to Live Drug-Free* for grade 7-8 students. The program is delivered through the health and physical education classes.

Through our guidance programs, we are continuing with our division-wide initiative on character education. Researched-based instructional modules have been purchased to be used in small group guidance and counseling sessions to address alcohol, drug, and violence prevention, as well as positive social skills. We are continuing our annual *Red Ribbon Week* activity that encourages students to show their support for the division-wide team efforts against alcohol, drugs, tobacco, and violence. Printed pamphlets, brochures, newsletters, and other publications have been made available to parents.

## **TAZEWELL COUNTY**

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Tazewell County public schools continues to provide programs and activities for students in elementary, middle, and high schools and serve the surrounding community groups. Programs offered include *Al's Pals*, *All Stars*, *Drug Abuse Resistance Education* (D.A.R.E.), *Life Skills*, and *Stay On Track*. Partnerships with community agencies such as the Tazewell County Sheriff's Office, the Virginia National Guard, Substance Abuse Task Force in Rural Appalachia (SATIRA), Cumberland Mountain Community Services, and Clinch Valley Community Action reinforce the efforts of the Tazewell County school division to exert a positive affect on the students and the communities in which they reside.

*Al's Pals*: We are in our fifth full year of implementation of the *Al's Pals* program for our grades pk-2 students in each elementary school. This program is designed to provide young children with strategies to deal with aggressive and antisocial behavior. *Al's Pals* also provides our schools with an opportunity to develop a collaborative working relationship with other outside agencies that provide this same program for our younger children.

*Life Skills*: We are in our fifth year of implementation of the *Life Skills* program for students in grades 3-8 in the elementary and middle schools. *Life Skills* instruction provides students with opportunities to discuss the real-life impact of tobacco and addictive substances. By building a database of student responses through the *Pride Surveys* and comparing this with actual student behavior data, school leaders can better address the needs of this age group in their decision-making skills concerning addictive substances.

*All Stars* Core Program: This program is intended for upper elementary and middle school aged students. *All Stars* focuses on topics relating to the development of ideals, building strong personal commitments, creating a belief in conventional norms, and establishing a bond with school and family. At this time, sixth-grade students are served by this program in all four middle schools. A *Junior All Stars* program is also provided for fourth- or fifth-grade students in the elementary schools.

*Character Counts* (CC) and character education: A character education program continues to play an important role in each county school with its emphasis on good citizenship. Through workshops and training sessions for students and faculty members, individuals have been provided opportunities to be involved in service learning projects

that give back to the schools and community. A character education coalition meets monthly with representatives of each school and community to provide direction and resources for the implementation of the goals of the character education curriculum. Tazewell County Public schools continues to fund an employee who serves as a liaison between the school division and county agencies to coordinate our efforts in character building.

*Commonwealth Alliance for Drug Resistance and Education (CADRE):* CADRE is a high school club that meets within each high school and monthly as a county group to provide service projects within the schools and community. Fundraising projects support activities such as “Shop with a Cop” at Christmas and the “D.A.R.E. Jamboree” in the spring. This student-led group partners with the town and county police departments. *Stay on Track:* The *Stay on Track* program is provided to students in the seventh-grades in all middle schools this year and is sponsored by the Virginia National Guard. The curriculum is designed to reduce future substance abuse by middle school students, with special emphasis given to alcohol, tobacco, marijuana, inhalant, club drug, and prescription drug use. A motivational assembly was provided to all middle school students called “Freedom Calls” in October of this year.

*Substance Abuse Task Force in Rural Appalachia (SATIRA):* SATIRA is a task force serving as a coalition to unite all agencies and interested parties in the county including the Commonwealth Attorney’s office, all law enforcement agencies, all human service agencies, and the school division. Through SATIRA’s efforts, preventive programs, resources, and personnel are united to provide opportunities for a positive and effective impact on the respective communities. Student programs, parent training, and workshops in violence and substance abuse prevention have all been goals for this task force which meets on a monthly basis.

*Drug Abuse Resistance Education (D.A.R.E.):* The Tazewell County law enforcement agency provides D.A.R.E. instruction to all fifth-grade students in the elementary schools. A deputy from the Tazewell County Sheriff’s Office works in the classrooms and organizes the D.A.R.E. graduation ceremonies and jamboree.

*TRI-ETHNIC CENTER for Prevention Research:* Tazewell County Public schools has committed to participate in the *Community Action for Drug Prevention (CADP)* research project funded by a grant from the National Institute on Drug Abuse. Two middle schools are participating in the study for a duration of over four semesters beginning with the 2006-07 school year. One school is a treatment school and the other is a control school. Students in the seventh-grade at both schools will be surveyed this year and again next year when they are eighth-graders. This is in an effort to track any changes in individual students’ attitudes and behavior regarding substance use over the course of the project and to compare them to a control group as students who do not receive media campaign materials. The “Be Under Your Own Influence” theme of all media and promotional materials is an important message that will focus on positive youth norms, including a healthy lifestyle, the ability to make good decisions, and the desire to have a

bright future. SATIRA is the community partner in this project and will assist with the implementation of the project.



## **TOWN OF COLONIAL BEACH**

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Colonial Beach public schools have been very fortunate to be able to use the Safe and Drug-Free Schools and Communities Act (SDFSCA) to help develop a mentoring program at Colonial Beach High School. The *All Stars* program will be the program used by the school to promote a drug-free environment. The program will be supported in part by the 21<sup>st</sup> Century Learning grant, and the *All Stars* research-based program curriculum will be utilized in the *All Stars* program. Professional development opportunities will be provided to ensure program fidelity and full implementation.

The local needs assessment indicated that a high level of students come from dysfunctional homes, and do not have the support necessary to become contributing adults in the world beyond the school. The program will provide some of the support these students do not get at home. The *All Stars* program's coordinator will train the mentors for this program. The *All Stars* program will continue to work with at-risk students in grades 8-12, will ensure that more students are successful in completing the high school requirements for graduation, and will provide for a one-to-one assistance between the at-risk students and an adult mentor. The mentor not only helps the student with school work, he/she also helps guide the student in the right direction offering emotional support. Funding will support comprehensive educational services that will coordinate with the 21<sup>st</sup> Century Community Learning Center after-school intervention program. Colonial Beach public school division will continue to provide for safe and drug-free schools, conducive to learning for all students.

In addition, Colonial Beach public schools partners with two institutions of higher education, Rappahannock Regional Community College and Old Dominion University. Many consortia and collaborative efforts exist and are fully coordinated to provide comprehensive services.

## **TOWN OF WEST POINT**

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The *American Drug and Alcohol Survey (ADAS)* was administered at school to West Point fifth-, sixth-, ninth-, and eleventh-graders in October 1999, 2002, and most recently in October 2005. The recent results showed that over 13 percent of our fifth-graders and 46 percent of our sixth-graders have tried alcohol, inhalants, and/or cigarettes, and that they would not find it easy to say “no” if offered alcohol and cigarettes or marijuana by friends. Also of concern is that 31 percent of our fifth-graders and 53 percent of our sixth-graders do not believe that using alcohol will lead to a lot of harm. An average of 31 percent of our fifth- and sixth-graders do not believe that smoking cigarettes or sniffing glue, gas, etc will lead to a lot of harm.

West Point Schools' goal is that at the end of three years of implementing a formal science-based drug prevention program, there will be a 10 percent decrease in alcohol use and a 5 percent decrease in cigarette and inhalant use reported by students participating in the program, as measured by the ADAS administered in fall 2005 and the upcoming fall of 2008. To do this, at least 80 percent of the K-5 students will participate in the *Too Good for Drugs (TGFD)* curriculum. They will increase their knowledge of the harmful consequences of chemical use, increase their decision making skills necessary to say “no” and increase assertiveness techniques to avoid the pressure to use drugs. We began implementation of this curriculum during the 2004-05 school year. Preliminary results of pre- and post-testing are showing positive results to-date. A project specialist is the driving force behind implementation of the program and coordination with our community. Classroom teachers provide program support. Training in the TGFD curriculum is provided to the new teachers involved in the project. Each grade receives separate developmentally appropriate lessons focused on five primary skills: goal setting, decision-making, bonding with others, identifying and managing emotions, and communicating effectively. An after-school component is designed to further strengthen the concepts taught during the school day. A parental component to the program is incorporated through home workout lessons and through implementation of five half-hour parent workshops designed to build parental self-esteem, parenting skills, and awareness of alcohol and drug abuse issues. A strong evaluation component is built into the program to assess attendance in the program, increase knowledge of the harmful consequences of chemical use, and students' decision-making skills.

Sixth-graders continue in the *Project Charlie* drug prevention curriculum to increase their knowledge of the harmful consequences of chemical use, to increase their decision making skills necessary to say “no” and to increase assertiveness techniques to avoid the pressure to use drugs. Each grade receives separate lessons focused on four units: self-

awareness, relationships, decision-making, and chemical use in society. Seventh- and eighth-graders participate in *Project ALERT*, a middle school effective drug prevention curriculum. Support activities related to drug and violence prevention utilized by the division are:

- Drug Abuse Resistance Education (D.A.R.E.) – (the D.A.R.E. officer teaches a 17-week program to our sixth-graders in recognizing and resisting the pressures that influence them to experiment with drugs;)
- *Youth Alcohol and Drug Abuse Prevention Project (YADAPP)* - participation in which a team of four high school students and one adult sponsor attend an annual conference to develop a plan of action to take back to our school and implement in the following school year;
- *Prom Promise* activities; and
- Awareness activities such as *Red Ribbon Week* (drug awareness) activities, character education activities, student leadership conferences and activities, and lessons integrating drug awareness into health, physical education, guidance, counseling, and driver education curricula.

## **VIRGINIA BEACH CITY**

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Funding available through the Safe and Drug-Free Schools and Communities Act (SDFSCA) Title IV grant provides programs in grades K-12. These programs continue to give all students the knowledge and skills to resist experimenting with illegal substances and participating in harmful and illegal behaviors; thus creating an environment that is safe, drug-free, and conducive to learning. Funds in Virginia Beach City public schools (VBCPS) are used to support the following prevention strategies/activities:

*Second Step* is a research-based violence prevention curriculum that is a mandatory component of the elementary health curriculum for grades 1-5. The program's goals include developing student understanding of social and emotional behavior, reinforcing positive social behaviors to acquire language and communication skills, and introducing parents to tools that reinforce positive behaviors at home. Initiating this curriculum will address bullying, self-control, self-esteem, and friendship in an effort to provide a safe, comfortable environment that is conducive to the learning process.

*Choices* is an after-school, ten session instructional program designed to serve middle and high school students who consistently demonstrate inappropriate behaviors, excluding truancy, that interfere with learning. The *Choices* curriculum provides students with information and activities to develop skills necessary to make appropriate choices and understand the impact of antisocial behavior on their lives and the lives of their families and communities. VBCPS student support specialists and certified intervention specialists from Virginia Beach Human Services teach *Second Step* and *Reconnecting Youth* (RY). These research-based social skills curricula address topics related to at-risk students such as motivation, self-esteem, and appropriate decision-making. Placement in the *Choices* program is offered to students in lieu of suspension from school.

Student Support Services are provided to at-risk students in grades 6-12 by VBCPS student support specialists. These specialists provide assistance to secondary schools on the implementation of student support teams, identifying appropriate interventions for students identified as being at-risk, ensuring the effective and efficient transition of students between alternative programs, alternative centers, and home schools. These specialists assist in coordination of alternative services for students with school administrators and counselors, research and providing focused professional development for administrators and teachers on substance abuse and anger management topics, coordination of available community resources to support students in crisis, and providing informational workshops to parents, teachers, and administrators.

*Aggressors, Victims, and Bystanders* (AVB) is a “promising practice” program that delivers a strong violence prevention curriculum to all sixth-grade students in VBCPS health classes. AVB is a mandatory component of the health curriculum. Three of the 11 total class sessions are taught by the Virginia Beach Police Department school resource officers (SROs).

*Every 15 Minutes* is a project to reinforce the fact that a person dies every 15 minutes in an alcohol-related accident. This massive community project involves the targeted school, the Virginia Beach Police Department, fire and rescue teams, hospital and trauma teams, clergy, parents, hotels, and a funeral home. Community and parental involvement in this event is key. This activity is intentionally scheduled during the spring when students are participating in events such as prom, ring dance, and graduation.

*First Tee* is a nationally recognized program provided locally with support from the Hampton Roads Junior Golf Foundation, the City of Virginia Beach, the Tournament Players Club of Virginia Beach, and the YMCA of South Hampton Roads. In VBCPS, this activity specifically targets elementary school students, providing identified at-risk youth with the opportunity to develop life skills, set goals, develop leadership, and accept responsibility. It is a six-week course that meets two days a week for one-and-a-half hours.

*Question, Persuade, and Refer* (QPR) is a nationally recognized suicide prevention training program provided to teachers, counselors, police officers, and parents by a certified instructor (school nurse in VBCPS). QPR focuses on the signs and symptoms of suicidal students and addresses the process for referring identified students to appropriate treatment or counseling. QPR training is also offered to community groups including religious organizations, Parent Teacher Student Associations (PTSA), and law enforcement officers.

*Celebrate Life*, all-night graduation celebrations for Virginia Beach high schools, takes place annually. Title IV funding is used to provide security, postage, and workshop training related to this event. *Celebrate Life's* success is measured by the high number of students, teachers, and parents that attend and/or volunteer to support this alcohol-free celebration.

The *Youth Alcohol and Drug Abuse Prevention Project* (YADAPP) registration fees for two teams of Virginia Beach City public schools' teenage students to attend the annual YADAPP conference are funded by the SDFSCA grant. Conference participants develop leadership skills and behaviors that they are encouraged to demonstrate upon their return to high school. In addition, funding will be utilized to conduct a youth forum in conjunction with the Virginia Beach Youth Opportunities Office to ascertain the needs and concerns of our students.

*Safety Camp* is a program designed to teach life skills to participating third-grade students identified as at-risk or latch-key. This program is offered during spring break in collaboration with the Virginia Beach Parks and Recreation Department. Camp activities

are carefully planned for the week and include topics such as safety, stress solutions, emergency response, anti-bullying, stranger danger, and decision-making skills. The Substance Abuse Intervention Program (SAIP) and the Anti-Tobacco Use Program (ATUP) are intervention programs available to all middle and high school students in lieu of suspension or expulsion for specific violations of the *VBCPS' Student Code of Conduct*. Both programs are offered in conjunction with Virginia Beach Human Services and require a parent component and mandatory follow-up for participation. A certified teacher and a program assistant provide instructional support to students to assist their completion of home school academic assignments.

*Discovery Health Connection*, through digital video, gives student support specialists access to curriculum programs, teachers' guides, instructional activities, and videos dealing with critical health and prevention subjects. *Discovery Health Connection* provides full curriculum and supplemental materials for substance abuse, safety issues, and violence prevention, i.e., *Here's Looking at You (HLAY)*, *Get Real About Violence (GRAV)*, *Get Real About Tobacco, Gangs: It's Your Life*.

*Alcohol EDU* is an interactive online alcohol prevention course introduced to students assigned to the substance abuse intervention program. Curriculum topics include factual information related to alcohol and its effect on the brain and the cultural contradiction that often encourages rather than discourages underage drinking. Follow-up sessions to this course are conducted by VBCPS student support specialists to assist students in changing their perceptions about alcohol and to motivate students to change risky behavior, and adopt safer, healthier decisions related to alcohol.

## **VIRGINIA SCHOOL FOR THE DEAF, BLIND, AND MULTI-DISABLED AT HAMPTON**

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The Virginia School for the Deaf, Blind, and Multi-Disabled at Hampton (VSDBM-H) serves pre-K to secondary students who have sensory disabilities and are multi-disabled. The school's Behavior Specialist and Social Worker will be responsible for leading the behavior management team in implementing and monitoring our Bullying Prevention Program: Reaching for the Stars. This program will include the entire school as well as parent outreach, staff training, student assemblies, and individual student counseling.

A behavior management team will also include the Vision Outreach Specialist, addition staff, and an interpreter (as needed). They will meet weekly to review student programs, to develop the necessary interventions, and to determine if current programs are succeeding. The team will provide group and individual guidance sessions to address various topics related to bullying and violence prevention, anger management, communication, and problem solving techniques at both the elementary and secondary levels. At the secondary level, students will discuss healthy relationships, using the Teen Voices curriculum.

The VSDBM-H is a small school and has a small student population with both day and residential components. All students will be involved in the school-wide Bullying Prevention Program: Reaching for the Stars activities. Students determined to be at a greater risk for violence and behavioral incidents, will receive more extensive sessions with individual or small group counseling sessions. The behavior management team will be responsible for the assessment and evaluation of these students and their progress. Behavior "stars" will be given to students successfully progressing on a monthly basis. The team will determine how the "stars" will be used. The team will also meet with both the academic and residential staff for input and the sharing of resources. The team will interact with local education divisions, social services agencies, social workers, etc., to provide information and feedback to assist in meeting student objective.

This program will be consolidated with the VSDBM-H comprehensive behavior program used in the academic and residential program.

**VIRGINIA SCHOOL FOR THE DEAF AND BLIND at STAUNTON**

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We have initiated a bullying program that is called *Bullying Is Not Tolerated* (BINT). If students feel other students or staff members are bullying them, they can complete a BINT form. The incident described on the BINT form is investigated and consequences may be given to the bullies. Two bullying assemblies are held on campus each year to make students aware of bullying behaviors.



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Through a collaborative effort between Warren County public schools and the Warren Health Coalition, elementary and middle school students are provided instruction and counseling using the *Too Good for Violence* (TGFV) and the *Too Good for Drugs* (TGFD) programs. Safe and Drug-Free Schools and Communities Act (SDFSCA) grant funds are used to purchase the TGFV materials and training in the use of those materials. The TGFD materials and training, as well as direct instruction, are provided to our students by the Warren Health Coalition. The Warren Coalition also provides the school division with a yearly assessment of the success of both programs and conducts the *Pride Survey* as needed.

Warren County public schools operates *Saturday Academies* for high school students using SDFSCA funds. The target audience includes students who have a history of failure to attend school and are disruptive when they do attend. Both the TGFV and the TGFD materials are used in this program. The program also includes a community service component. The Warren Coalition provides counseling services, and the school division provides teachers and administrators.

New for 2006-07 is the *Right Turn* program, another collaborative effort between the school division and the Warren Coalition. Students suspended for drug- or alcohol-related offenses must attend four evening counseling sessions with at least one parent before being fully reinstated. Other groups involved in this effort are the Warren County Sheriff's Department and the Front Royal Town Police.

## **WASHINGTON COUNTY**

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Washington County has worked hard to maximize efforts of all resources and materials available. We have focused on awareness and prevention. Throughout the county, schools participated in many programs, such as: drunk driver victim assemblies, National Guard Drug Task Force assemblies, Globetrotter events, and many other volunteer speakers.

In-school drug coordinators contributed ideas on improving the curriculum and instruction of our Safe and Drug-Free Schools and Communities Act (SDFSCA) programs in each of our schools. A portion of the funds was allocated to each school to address the issues that individual schools faced based on data collected and needs assessments. Some of the remaining funds supported *Prom Promise*, *Red Ribbon Week*, and the purchase of updated videos.

Washington County public schools had many notable achievements, but the most successful was the implementation of the *Positive Alternatives for Suspended Students* (P.A.S.S.) program. This program helped bridge the gap between school staff and parents of delinquent students. We had a decrease in truancy and an increase in classroom achievement from the students that participated in the P.A.S.S. program. The program was so successful that our school board voted to make it a county funded program this year.

Washington County offers programs such as *Second Step*, *Life Skills*, *Drug Abuse Resistance Education* (D.A.R.E.), and summer *Access* camps. We believe that all staff and funding working in collaboration, provides greater opportunity to reach all students and ensure their safety.

## **WAYNESBORO CITY**

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Waynesboro public schools uses most of their Safe and Drug-Free Schools and Communities Act (SDFSCA) funds to support programs that have been adopted and purchased through local dollars.

The character education program that we use division-wide in our elementary schools is called *WiseSkills*. This program has been very successful with our students. SDFSCA funds have been used to provide supplemental materials for this program. We also have implemented the *Community of Caring* program in our middle and high schools. SDFSCA funds have been used to support the training of staff in both the middle and high school.

One component of our program supports our local office on youth (OOY). These programs serve our children who have been expelled from regular classroom instruction. The staff at OOY works with our students both on academics and appropriate social behaviors. Supporting the research-based program, *Positive Action* (PA), which they use, allows for some of our students to return to regular instructional programs and be successful both academically and socially.

The elementary schools have also begun working on ways to deal with bullying and gang-like behaviors. This is for students as well as staff. Our elementary guidance counselors provide the leadership on these programs.

The school health advisory board has remained our advisory board and continues to provide guidance on program and funding recommendations based on information they receive through the *Youth Risk Behavior Survey* (YRBS).

## **WESTMORELAND COUNTY**

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Westmoreland County public schools, with its community of students, parents, and staff, strive to maintain a safe and drug-free school setting. Guidance counselors engage in lessons for all students with reinforcement from the school resource officer (SRO), other law enforcement officials, the local health department, and the Middle Peninsula Northern Neck Regional Counseling Center. Bullying prevention programs are in place for K-12 and include individual and small group counseling as well as prevention and reaction units.

The middle and high school also offer an extended day for students in grades 6-12 in science, social studies, reading, and mathematics for remediation. Transportation is provided and learning groups have a student-teacher ratio of no more than ten to one.

Saturday school is provided at the middle school as well as the high school. Students may attend for additional help and/or make-up time missed from the regular school day.

The *Too Good for Drugs and Violence* (TGFDV) program is successfully established at the high school. It is a risk prevention project that pairs juniors and seniors with the fourth-grade department in each elementary school. Its presence is strongly felt throughout the community. Older students mentor younger students hopefully ensuring a safer community for all.

Students from family consumer science classes completed a Virginia Tobacco Settlement program called *Ending Nicotine Dependence* (END). The Three Rivers Health District was the catalyst and help agent for the program which focused on developing a wide variety of social skills including communication, stress management, decision making, and goal setting. The importance of healthy eating and regular physical exercise is also emphasized.

The day/evening school program for grades 6-12 is held four days a week. This program serves students who have been long-term suspended or expelled. It gives them a second chance for learning while still maintaining a safe and orderly environment in the regular school setting. The program provides students with counseling two days a week and participants must meet certain criteria to attend.

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Williamsburg-James City County (WJCC) school division has a strong commitment to the safety, health, and welfare of all students and recognizes that the problem of illegal drug and alcohol use presents a continuing challenge in the schools. With that in mind, the WJCC school division has continued its efforts to reduce and prevent youth access to alcohol, tobacco, and other drug (ATOD) use; to increase protective factors in WJCC schools to discourage student use of drugs and alcohol; and to provide education to WJCC parents, teachers, and staff about their role in deterring youth ATOD use.

Safe and Drug-Free Schools and Communities Act (SDFSCA) funds have been used to supplement and continue the substance abuse prevention, treatment intervention, consultation assessment, and counseling services for students and their families. In addition, a *Voluntary Random Student Drug Testing Program* was developed for implementation in January 2007 for middle and high school students. This program expands the current substance abuse intervention and prevention activities already in place and provides WJCC the opportunity to be more proactive with our students. The purpose of the program is to foster a safer learning environment within our schools; establish a stronger culture of drug disapproval within the school community; help direct students away from drug and alcohol use and instead toward a healthy and drug-free lifestyle; and to assist parents in helping their children resist pressure to use alcohol and drugs. The program is not intended to be disciplinary or punitive in nature. Parents decide on the action needed if results are positive. They are given available resources through the contracted medical review officer. School division personnel are not given results of the individual drug testing, only the numbers of positive and negative results.

## **WINCHESTER CITY**

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At the elementary level, Winchester City public schools are currently utilizing *The Great Body Shop* for grades K-5. This is a comprehensive wellness/health curriculum. Drug and violence prevention units are specifically taught as well as infused throughout the other lessons. There are 40 lessons taught throughout the year. In lieu of D.A.R.E., our police officers teach the drug prevention unit in this curriculum. *The Great Body Shop* is published by Children's Health Market and is currently designated as a "Promising Program" through the Substance Abuse and Mental Health Services Administration (SAMHSA).

One of our elementary schools is implementing the *Olweus Bullying Prevention* program. The committee was trained during the 2006 summer. The entire staff has been trained and the school-wide kick-off is set for February 2007.

Other program activities at the elementary level include a Student Assistance Program (SAP) at each building and celebration of *Red Ribbon Week*.

At the secondary level, *Too Good for Drugs* (TGFD) (Mendez) is the curriculum used in grades 6-8. *Project ALERT* is also being taught in grade 8. The booster sessions are taught in the ninth-grade at the high school. At the high school, *Too Good for Drugs and Violence* (TGFDV) is used with a selected population through our SAP. There are plans to implement a *Reconnecting Youth* (RY) class at the high school during the second semester.

The middle school is also implementing the *Olweus Bullying Prevention* program with a committee and staff training set for January/February 2007.

Other programs include participation in a *Youth in Action* club at the middle school which supports a drug-free lifestyle. A *Students Against Destructive Decisions* (SADD) club is active at the high school. There is also an extensive SAP at the middle and high school providing identification, core team, and referral services for identified students.

## **WISE COUNTY**

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A major focus of Wise County's Safe and Drug-Free Schools and Communities Act (SDFSCA) program is bullying prevention and intervention. *Second Step* is a Substance Abuse and Mental Health Services Administration (SAMHSA) model program and a U.S. Department of Education (ED), Safe, Disciplined, and Drug-Free Schools Expert Panel exemplary program. It is taught to all fifth-grade students during the first semester so that students can be exposed to the information as early as possible.

Students in the primary, elementary, and middle school grades with three bullying offenses are referred to a violence prevention specialist, who works with the bullies, the victims, their families, and school personnel. High school students with bullying offenses are referred to Student Assistance Program (SAP) counselors who have been trained in bullying prevention techniques. The violence prevention specialist and the SAP counselors use bullying prevention/intervention methods based on the work of Dr. Dan Olweus, a noted authority on bully/victim problems. The *Olweus Bullying Prevention* program has been designated a model program by SAMHSA and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP). The violence prevention specialist also provides bullying prevention presentations to entire classes upon teacher request. She also provides bullying prevention in-service training to teachers.

Wise County is piloting a computerized bullying prevention program, *Success in Stages* (SIS). SIS is a SAMHSA "Promising Program." The current school year, 2006-07, is the second year of the three-year pilot.

With a goal of preventing alcohol, tobacco, and other drug (ATOD) use, Wise county schools implements the *Life Skills* training. *Life Skills* has been rated an exemplary program by the ED Safe, Disciplined, and Drug-Free Schools Expert Panel, and it is a SAMHSA model program. Health and physical education teachers and some classroom teachers teach foundation lessons in sixth-grade and provide booster lessons in seventh and eighth grades.

Prior to the beginning of the 2006-07 school year, Dr. Dewey Cornell and Dr. Peter Sheras with the *Virginia Youth Violence Project* presented the workshop *Guidelines for Responding to Student Threats of Violence* to school administrators, counselors, and student services staff. Through the workshop, staff learned effective and objective methods for dealing with student threats, thereby promoting school safety.

## **WYTHE COUNTY**

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Wythe County public schools continues to utilize their school nurses and guidance counselors, housed in every school, as the predominant delivery sources of the Safe and Drug-Free Schools and Communities Act (SDFSCA) program. During the previous year, particular emphasis was placed on the physical and emotional impact of bullying and harassment in our schools. Bullying prevention instruction has been delivered in each of our schools, with primary emphasis being placed on the middle schools through the purchase and implementation of the scientifically-based *Olweus Bullying Prevention* program.

Good decision-making, improved self-esteem, and violence prevention through peer-mediation are other examples of programs being taught in our schools. Instructional units, on anger management, dealing with peer pressure, and accepting differences in others, have also been provided through exploratory classes taught in our middle schools. Each of the elementary schools uses the "Six Pillars" of character education as a starting point from which to base their SDFSCA instruction. Through early identification of potential pitfalls and hazards, each school aggressively targets violence and substance abuse issues before they can gain a foothold and cause problems in our schools.



## **YORK COUNTY**

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The York County school division provides a comprehensive and successful Safe and Drug-Free Schools and Communities Act (SDFSCA) program. The program includes drug and violence prevention, as well as counseling and alternative settings for at-risk students.

*Safe Kids* – The *Safe Kids* programs in elementary and middle schools provide opportunities to teach students appropriate behaviors and the importance of avoiding substance abuse and violence. The *Safe Kids* program incorporates strategies such as after school clubs, assemblies, and special events such as *Red Ribbon Week*. Students from *Safe Kids* and *Club Pride* (Queens Lake Middle School) participate in school presentations and in community events.

*Lions Quest* and *Life Skills* – The *Lions Quest* and *Life Skills* programs focus on deterring young children from substance abuse and from violence. Elementary and middle school counselors received training in *Lions Quest* and/or *Life Skills*.

Family counseling – Free family counseling is provided through the College of William and Mary's New Horizons Counseling Services.

Bully proofing – Three middle school and two elementary school teams continue to plan and implement a bully proofing program developed by Maria Bonds, Psy.D., and Sally Stoker, M.S.W. A common language of respect is promoted in the school, and staff members present six 30-minute violence prevention lessons for all students.

Hot Line – A *York County School Division Hot Line* is available so that students and parents can call anonymously to alert school officials to concerns or to situations in the school and in the community.

Connect Ed – An automated phone system offers rapid response information for all families with students in the school division or for all families with students in individual schools in the event of an emergency situation, unscheduled early dismissal, or crisis situation.

Based on the school needs assessment survey data from parents, community members, instructional staff, and students, the quality of school climate in York County was ranked 4.1 (on a scale of one to five with five being high). Alternative placements, such as

Enterprise Academy and the York County Virtual High School, are available for students who commit conduct code offenses.

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