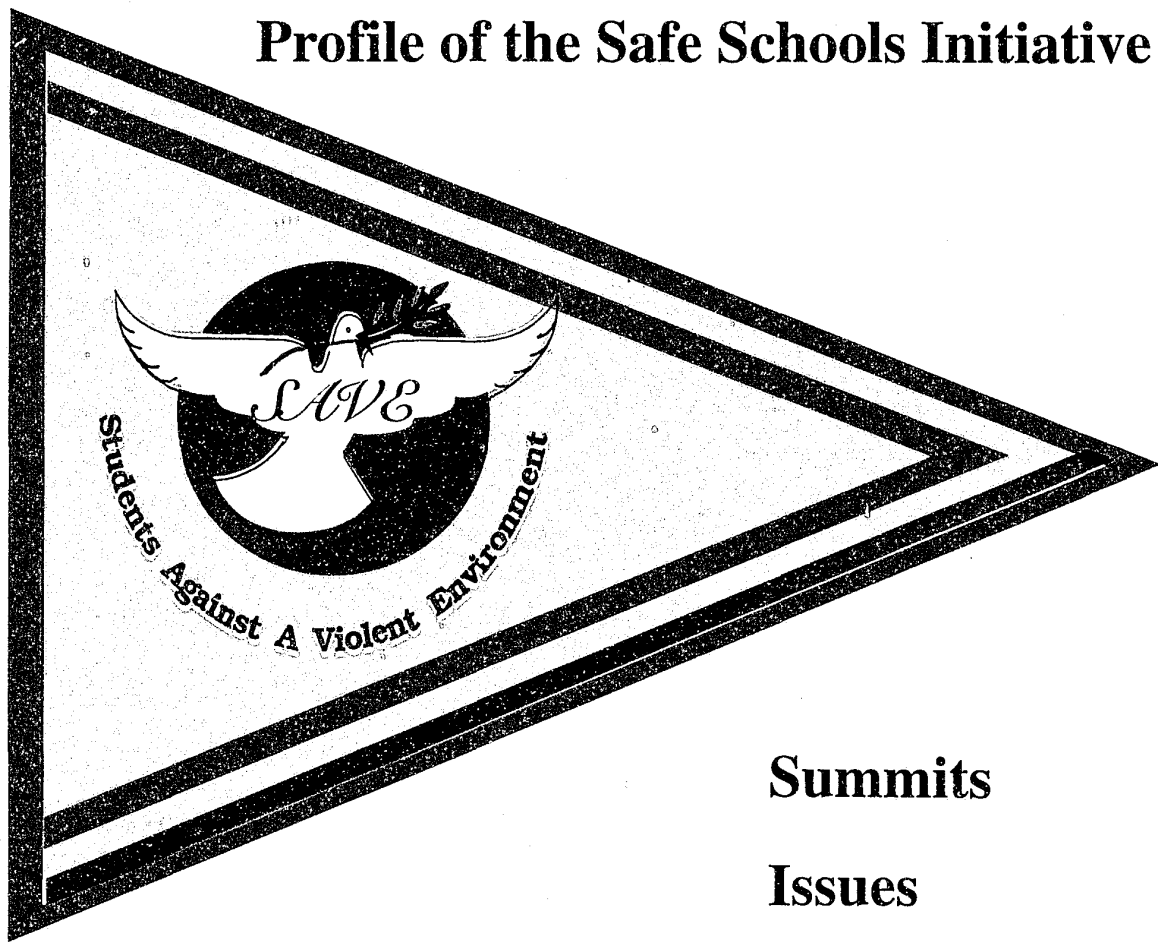


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# Profile of the Safe Schools Initiative



**Summits**

**Issues**

**Solutions**

**Actions**

**Programs**

**Legislation**

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1994

Safe Schools Committee  
West Virginia Department of Education

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# **Profile of the Safe Schools Initiative**

Summits, Issues, Solutions, Actions, Programs, Legislation

Henry Marockie  
State Superintendent of Schools

September 1994

West Virginia Department of Education

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# Foreword

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

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

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



Dr. Henry Marockie  
State Superintendent of Schools

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# The Issue of Violence in Schools

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

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

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

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

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

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

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

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

## What Teachers Think

From Department of Education Survey May 1993

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

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

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

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

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

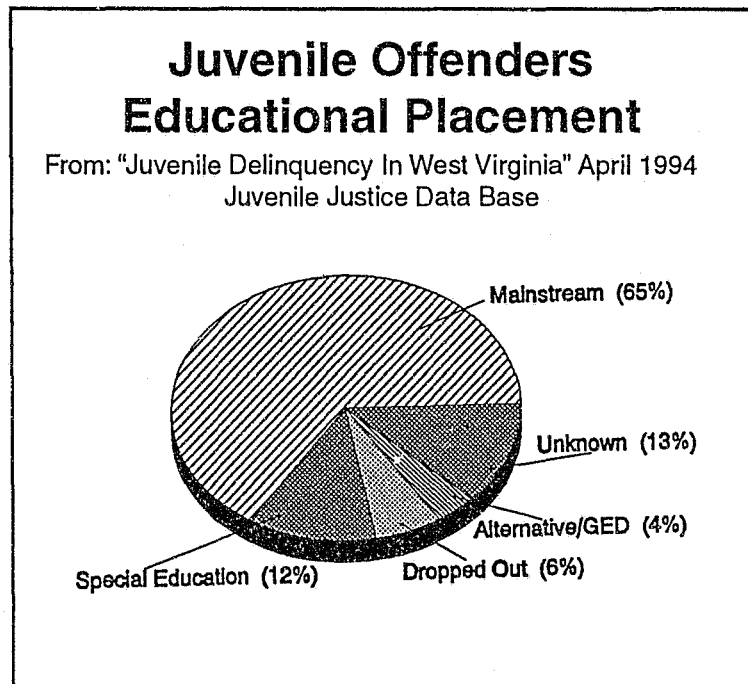
- Parental supervision and bonding, commitment to school, reading and math achievement, high expectations from parents and teachers, relationships with peers who maintain conventional values and self-esteem can have a sizable impact on reducing delinquency.

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

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

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

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



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

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

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

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

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

### **Risk Factors for Violent Behavior**

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

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

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

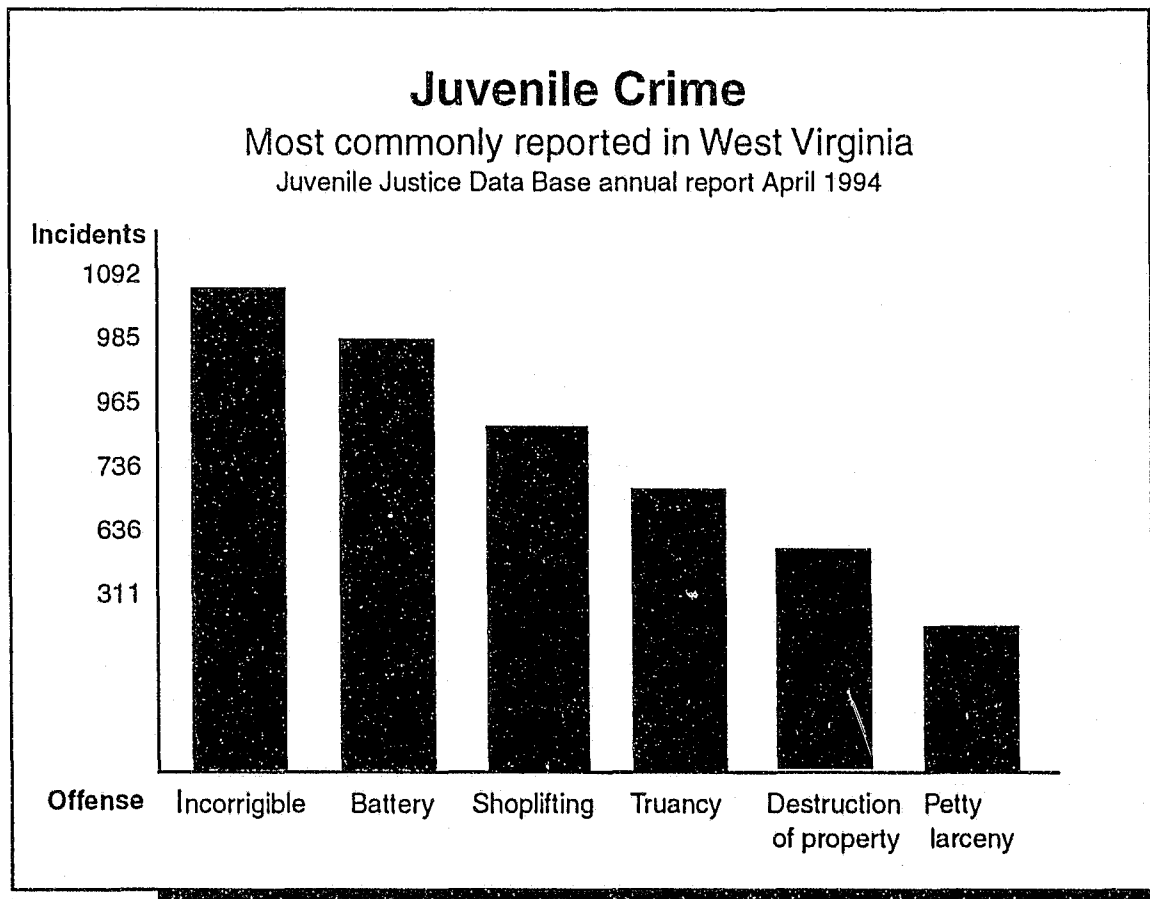
- Chronic parental unemployment
- Substance abuse
- Early onset of aggression and antisocial behavior
- Family characteristics (poor parenting skills, discipline, child abuse, out-of-home placement)



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

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

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



## The Safe Schools Committees

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

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

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

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

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

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

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

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

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



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

**Capital High School students formed the first SAVE chapter.**

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

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

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

## The Summits

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



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

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

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

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

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

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

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

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

### Number of Summit Participants

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

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## RESA I

March 25, 1994, Beckley, WV

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

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

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

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

### The Concerns

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

### The Solutions

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

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**RESA I**  
**Solutions continued**

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

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## RESA II

March 28, 1994, Huntington, WV

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

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

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

### The Concerns

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

### The Solutions

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



## RESA II

### Solutions continued

#### Training to help identify victims of violence:

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

#### More school support:

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

#### Discipline:

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

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**RESA II**  
**Solutions continued**

Discipline (continued):

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

Other suggestions:

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

## RESA III

January 28, 1994, Charleston, WV

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

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

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

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

### The Concerns

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

### The Solutions

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

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**RESA III**  
**Solutions continued**

Alcohol and drug abuse prevention:

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

Role models, families:

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

Teach respect for self and others:

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

## RESA IV

April 14, 1994, Oak Hill, WV

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

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

### The Concerns

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

### The Solutions

#### Student environment:

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

#### Tobacco, alcohol and drug abuse:

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

#### Student problems:

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

#### Supervision in school:

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

---

**RESA IV**  
**Solutions continued**

Supervision in school (continued):

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

Relationships:

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

Parent involvement:

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

Competitions:

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

## RESA V

April 21, 1994, Parkersburg, WV

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

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

### The Concerns

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

### The Solutions

Lower at risk factors:

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

Address low level violence:

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

Modification of curriculum to meet student needs:

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

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**RESA V**  
**Solutions continued**

Modification of curriculum (continued):

Provide a variety of courses and programs

Be secure in subject matter

Relate more to students and their problems

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

---



## RESA VI

April 11, 1994, Wheeling, WV

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

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

### The Concerns

Lack of parental involvement  
Stereotyping  
Vandalism  
Violence  
Substance abuse

### The Solutions

#### Parental involvement:

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

#### Stereotyping:

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

#### Vandalism:

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

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**RESA VI**  
**Solutions continued**

**Violence:**

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

**Substance abuse:**

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

**Derailing  
Vandalism  
in Public Schools**

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

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

## RESA VII

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

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

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

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

### The Concerns

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

### The Solutions

#### Discipline:

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

#### Education:

Teach what is right and what is wrong

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## RESA VII Solutions continued

### Education (continued):

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

### Relationships:

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

### Alcohol/drug abuse:

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

### Dysfunctional families:

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

### Communication:

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

### Juvenile crime:

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

## Tackling Dysfunctional Families

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

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

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**RESA VII**  
**Solutions continued**

Resolving conflicts:

Conflict Resolution/Peer Mediation programs

Teach tolerance, values

School uniforms or a dress code

More student-centered activities

Motivational speakers, DARE officers

Student forum days to discuss issues

Students involved in school decisions

Religion working alongside education

Place in the Tri-County area for students to gather

Punching bag in the halls

Time management

Counseling

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## RESA VIII

April 25, 1994, Romney, WV

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

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

### The Concerns

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

### The Solutions

Decrease drug use and abuse by students:

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

Help students with peer pressure:

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

Reduce racial tension:

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

Resolve community problems between students and adults:

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

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**RESA VIII**  
**Solutions continued**

Communication and enforcement of school policies:

Develop a school handbook which defines school policies and state laws

Distribute to students and parents the school handbook

Define policies clearly to everyone

Send newsletters to parents and community businesses

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

Carry out rules and policies consistently

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## Programs That Work

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

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

### **Student Service Programs in West Virginia Schools**

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

### **Conflict Resolution/Peer Mediation Programs**

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

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

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

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

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

## Drug-Free Schools Programs

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

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

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

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

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

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

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## Responsible Students Programs

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

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

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

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

## Student Assistance Programs

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

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

The program addresses four basic areas:

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

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

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

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

## Legislative Mandates

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

### Senate Bill 46

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

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

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## Senate Bill 1000

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

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

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## Appendix

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# The Internal Committee

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**Marsha Carey**  
Coordinator, Attendance, Student Assistance Programs, Education for the Homeless

**Mary Jane Christian**  
Coordinator, Drug Free Schools

**Wayne Clutter**  
Coordinator, School Transportation and Facilities

**Lauretta Cole**  
Coordinator, Health Occupations Education

**Jean Cary Davis**  
Coordinator, Special Populations

**Kay Johnson**  
Coordinator, Compliance Monitoring Section

**Karen Larry**  
Assistant Director, Office of Professional Development

**Don Rice**  
Principal, Abraxas School

**Beth Vorhees**  
Director of School-Community Relations

**Therese M. Wilson**  
Director, Office of Student Services and Assessment

**Robin Ziegler**  
Coordinator, Child and Adult Food Care Program

---

# The Summit Participants

## RESA I

### McDowell County:

#### Big Creek High School

Students: Ray Barrett, Tiffany Padgett

Staff: Lisa Johnson, Henry Lipscomb

#### Iaeger High School

Students: John Roberts, Cindy Matney

Staff: Wanda Collins, Mary Tolliver

#### Mount View High School

Students: Kris Starkey, John Borosky

Staff: William Spencer, Preston Wolkoff,

Tonya Reeves, Barbara Hairston

### Mercer County:

#### Athens High School

Students: Travis Wyatt, Christy Ford

Staff: Al Morgan, Robert Land

#### Bluefield High School

Students: Mathew Bourne, Christy Brown,

Kristie Brown, Matthew Bourne

Staff: Fred Simon

#### Matoaka High School

Students: Christy Dyson, Melissa Midkiff

Staff: Wanda Mitchem, Brenda Aliff

#### Montcalm High School

Students: Matt Gaiter, Angela Wilhelm

Staff: Robin Pennington, Cindy Havens

#### Oakvale High School

Students: Anna Combs, Chris Young

Staff: Carman Stauffer, Mary Campbell

#### Princeton High School

Students: Talal Husn, Kelli Blankenship,

Staff: Robert Wray, Jim Strong

#### Spanishburg High School

Students: D.J. Meadows, Kay Davis

Staff: Randy Peek

### Monroe County

#### Peterstown High School

Students: Holly Pitzer, Mark Grigsby

Staff: Donna Boothe

#### Union High School

Students: Jenny Walker, B.J. Allen

Staff: Susan Weikle, Jeannine

Uterback

### Raleigh County

#### Independence High School

Students: Brandon Flower, Jason Lewis

Staff: Charles Hughes, Joe Goddard

#### Marsh Fork High School

Staff: Caroline Gainer, Jerry Zaferatos

#### Woodrow Wilson High School

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

Staff: Charles Munson

### Summers County

#### Hinton High School

Students: Chad Meador, John Ford,

Staff: Connie Newton, William Fox

Beth Farley, Rebecca Dillon

### Wyoming County

#### Baileysville High School

Students: Kelli Bishop, Danny Crouse

Misti Toler

Staff: Sherry Davis, Elaine West

#### Mullens High School

Students: John Ford, Danielle Bowling

Staff: Judy Walker, Sheila Stevenson

### Other participants:

Virgil Cook, Kristen Keller, Cleo Mathews, Sheila

Lucento, Suzanne Clagg, Deidra George, Bonnie

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

Lee, Martha Henchman

## RESA II

### Cabell County

#### Barboursville High School

Students: Jimmy McChristian

Heather Silvers

Staff: Carolyn Irwin, Charla Grass

Lonnie Ward

#### Huntington East High School

Students: Ben Allen, Jennifer Adkins

Staff: Glenda Christian, Mike

Baumann

#### Huntington High School

Students: Stephen Jones, Glenda Wucher

Staff: Teresa Fyffe, Karen Cummute

Charles Buell

#### Milton High School

Students: Matt Dillon, Carlee Clark

Staff: Robert Lamber, Sandy Lunsford

Bill Adams

#### St. Joseph Central High School

Student: Erin Miller

Staff: Dan Fleason

### Lincoln County

#### Duval High School

Students: Trent Linville, Colette Mininger

Staff: Sandra Lawson, Rebecca Wiley

David Bell, Dwight Coburn

#### Guyan Valley High School

Students: Justin Blankenship, Shana

McComas

Staff: Mary Bell, Gilda Sanders

#### Harts High School



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

### Mason County

Hannan Junior/Senior High School

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

Point Pleasant High School

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

Wahama High School

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

### Mingo County

Burch High School

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

Gilbert High School

Students: Karen Hatfield, Matthew Billups  
Staff: Zane Perry

Matewan High School

Students: Randy Simpkins, Laura Ferguson  
Staff: Gaynell Varney

Tug Valley High School

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

Williamson High School

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

### Wayne County

Buffalo High School

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

Ceredo-Kenova High School

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

Vinson High School

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

Tolsia High School

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

Wayne High School

Students: Kara Morris, Diane Vanhoose  
Staff: Bruce Hollis

### Other participants:

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

## RESA III

### Boone County

Sherman High School

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

Scott High School:

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

Van High School

Students: Joey Dingess, Kimberly Burns  
Staff: Steve Bradley

### Kanawha County

Ben Franklin Vocational Technical Center

Staff: Barbara Schell

Capital High School

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

Carver Career Center

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

DuPont High School

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

East Bank High School

Students: Wesley Nugent, Lynn Hill  
Staff: Kareena Garner

George Washington High School

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

Herbert Hoover High School

Students: Kirby Jones, Crystal Hammons  
Staff: Louise Lucas

St. Albans High School

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

Sissonville High School

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

South Charleston High School

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

### Putnam County

Buffalo High School

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

Hurricane High School

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

Poca High School

Students: Heather Custer, Micah Taylor  
Staff: Duane Swanson

Putnam County Technical Center

Students: Chris Kenigeiser, Melissa Dolan  
Staff: Gary Adkins

**Other participants:**

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

## RESA IV

**Braxton County**

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

**Fayette County**

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

**Greenbrier County**

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

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

**Nicholas County**

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

**Pocahontas County**

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

**Raleigh County (could not attend RESA I Summit)**

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

**Webster County**

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

**Other participants:**

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

## RESA V

**Jackson County**

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

**Pleasants County**

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

**Roane County**

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

**Wirt County**

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

**Wood County**

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

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

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

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

**Other participants:**

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

**RESA VI****Brooke County**

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

**Hancock County**

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

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

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

**Marshall County**

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

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

**Ohio County**

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

**Wetzel County****Hundred High School**

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

**Magnolia High School**

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

**Valley High School**

Students: Leslie Pitmann, Sabrina Kinkade  
 Staff: Rick Whoolery

**Other participants:**

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

**RESA VII, Summit 1****Barbour County**

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

**Doddridge County**

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

**Gilmer County**

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

**Harrison County**

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

**Liberty High School**

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

**Lincoln High School**

Students: Barbara Gorrigan, Jimmy Spadafore  
 Staff: Michael Wilson

**Washington Irving High School**

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

**Lewis County**

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

**Marion County**

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

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

**Preston County**

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

**Taylor County**

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

**Tucker County**

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

**Upshur County**

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

**Other participants:**

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

**RESA VII, Summit 2****Marion County**

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

**Monongalia County**

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

**Morgantown High School**

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

**University High School**

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

**Randolph County**

Forest Hills High School  
Students: Holly Williams, Benjamin Byrd  
Staff: Robert Beckwith, Greg Hott  
Harman High School  
Students: Garrick Teter, Randy Rohrbaugh  
Staff: Anite Talbott  
Tygarts Valley High School  
Students: Shery Swecker, Jennifer Cotrol  
Staff: George Coussoule

**RESA VIII****Berkely County**

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

**Martinsburg High School**

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

**Musselman High School**

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

**Grant County**

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

**Hampshire County**

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

**Jefferson County**

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

**Mineral County**

Frankfort High School  
Students: Brandon Grady, Mark Nelson  
Staff: Sandra Bradley  
Keyser High School  
Students: Jeannette Brooks, Pat Stranistawszek  
Staff: Devan Kessell, Jennie Shaffer

**Pendleton County**

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

**WV Schools for the Deaf and Blind**

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

Senator Sondra Lucht and Sheila Hamilton

# The Regional Education Service Agencies

## RESA I

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

## RESA II

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

## RESA III

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

## RESA IV

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

## RESA V

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

## RESA VI

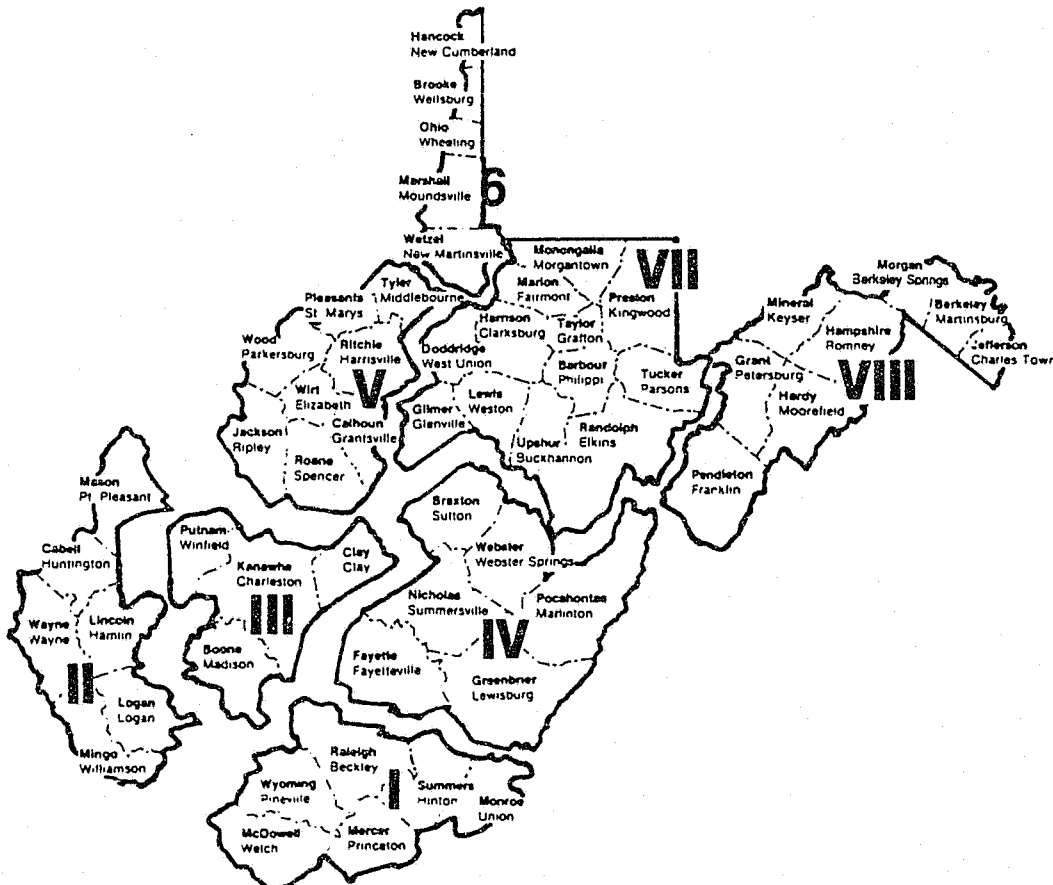
30 G.C.&P. Road  
Wheeling, WV 26003  
1-304-243-0440

## RESA VII

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

## RESA VIII

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



# SAP Summer Training, Participating Schools

## Session I

July 17-21

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

## Session II

July 24-28

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

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# Staff Development Survey

1993, West Virginia Department of Education

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

### Other suggestions:

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

## References

American Psychological Association Commission on Violence and Youth. "Violence and Youth: Psychology's Response." Washington, DC 1993

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

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

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

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

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

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

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

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Henry Marockie  
State Superintendent of Schools  
West Virginia Department of Education