



*Citrus County  
Safe and Drug Free Schools*

2009-2010 Evaluation Report

June 2010



# Citrus County Safe and Drug Free Schools 2009-10 Evaluation Report

June 2010

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## ***Special Thanks***

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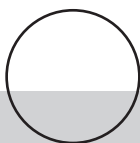
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## Executive Summary

The Citrus County School Board (CCSB) was awarded a part of the Safe and Drug-free Schools (SDFS) and Communities state grants received by Florida Department of Education (DOE) in 2007. The program provides support for a variety of drug-abuse- and violence-prevention activities focused primarily on school-age youths. 2009-10 is the last year for the Safe and Drug-free Schools program grant in Citrus County. The current evaluation report reviews the program's operations by measuring the performance and effectiveness of the program based upon predetermined outcome objectives set forth in the Florida DOE Project Award # 090-1038A-OCS01 for the grant period covering 2009-10 school year.

CCSB implemented three programs as part of the SDFS grant—*Link Crew*, *WEB* and *PBS*. The *Link Crew* program is a high school transition program that operates by organizing seniors and juniors who act as mentors for incoming freshman class students. It is currently implemented in three schools—Citrus High, Crystal River High, and Lecanto High. *WEB*, an acronym for Where Everybody Belongs, is a middle school based transition program for incoming sixth grade students to be linked with an eighth grade mentor. It is currently implemented in four schools—Citrus Springs Middle, Crystal River Middle, Inverness Middle, and Lecanto Middle. *PBS*, an acronym for *Positive Behavior Support*, is a proactive program that uses discipline data to identify school-specific goals to develop effective interventions to reduce inappropriate student behavior and increase desired behavior across the school campus. The fourteen schools that implemented *PBS* in 2009-2010 school year were Crystal River Primary, Forest Ridge Elementary, Homosassa Elementary, Inverness Primary, Lecanto Primary, Pleasant Grove Elementary, Citrus Springs Middle, Crystal River Middle, Inverness Middle, Lecanto Middle, Citrus High, CREST, Renaissance Center and Citrus Springs Elementary.

The CCSB had nine program objectives for the Safe and Drug-free Schools program in 2009-10. The data sources that formed the basis of this evaluation were Youth Risk Behavior Surveillance System (YRBSS), School Environmental Safety Incident Reporting (SESIR), the Florida Youth Substance Abuse Survey (FYSAS) 2008 report for Citrus County, discipline incident summary data, the Office of Discipline Referral data for PBS Schools, Citrus County Schools Information Services Department, internet based satisfaction survey of SDFS program coordinators and focus groups for students.

**Table 1: Progress Status of 2009-10 Citrus County Public Schools Safe and Drug-free Schools Program Objectives**

Objective	Status
Objective 1: By June 1, 2010, of those 9 <sup>th</sup> grade students who participated in the <i>Link Crew</i> program at least 10% will show a decrease in the number of discipline incidents.	While there was a 10% decrease in 2007-08, the pace of this reduction slowed in 2009-10 with a 3% decrease in discipline incidents in grade 9 (from 3,277 incidents in school year 2008-09 to 3,187 in 2009-10). The most consistent decrease (25%) was observed at Lecanto High School (from 1,303 in year 2007-08, to 1,000 incidents in 2008-09 and 732 incidents in 2009-10).
Objective 2: By June 1, 2010, there will be at least one new leader trained in the <i>Link Crew</i> program facilitation.	Citrus High School received training in 2009-10.
Objective 3: By June 1, 2010, there will be at least one focus group conducted in the <i>Link Crew</i> program.	The students seem to greatly benefit from the Link Crew program and think of Link leaders as trustworthy, peer-role models. The program has been meeting students' expectations for two consistent years with many 9th graders aspiring to become Link leaders when they become eligible in higher grades.

**Table 1 contd.: Progress Status of 2009-10 Citrus County Public Schools SDFS Program Objectives**

Objective	Status
Objective 4: By June 1, 2010, of those 6 <sup>th</sup> grade students who participated in the <i>WEB</i> program at least 10% will show a decrease in the number of discipline incidents.	While the number of discipline incidents in Citrus County middle schools had increased, the pace slowed down (Table 14). Between 2007-08 and 2008-09 there was an increase of 21% whereas between 2008-09 and 2009-10 there was an increase of 16%. Although the goal has not been met, a slight trend showing a decrease in the rate at which incidents were occurring suggests the need for continuing the program and looking into other variables to assess why the incidents are still high.
Objective 5: By June 1, 2010, there will be at least one focus group conducted in the <i>WEB</i> program.	The students have reported high satisfaction with the program. Since each student had been assigned to a <i>WEB</i> leader, the students had an opportunity to develop a relationship based on trust and friendship. The students have reported going to the <i>WEB</i> leaders for Alcohol, Tobacco, or Other Drugs (ATOD) issues in addition to the academic adjustment and transition issues faced by new middle school students.
Objective 6: By June 1, 2010, there will be at least one new leader trained in the <i>WEB</i> program facilitation.	Inverness Middle School was this school for 2009-10 program years.
Objective 7: By June 1, 2010, of those grade K–12 students who participated in the <i>PBS</i> program at participating schools, at least 8% will show a decrease in the number of Office of Discipline Referrals (ODRs).	7 out of 14 schools met the goal in 2009-10, a success rate of 50% (Table 15). Lecanto Primary 40% decrease, Inverness Primary 34% decrease; Forest Ridge Elementary School 27% decrease, CREST 20% decrease, Homosassa Elementary 7% decrease, Citrus Springs Elementary School and Crystal River Primary each showing a 1% decrease between 2008-09 and 2009-10. It is noteworthy that while in year 2008-09, five schools (38%) schools had met the objective, in 2009-10 seven schools (50%) met the objective indicating improvement.
Objective 8: By June 1, 2010, there will be at least one new schools with instructors trained in the <i>PBS</i> program facilitation.	The eighth objective of adding at least one new school to the <i>PBS</i> program was achieved by adding Citrus Springs Elementary to the <i>PBS</i> program.
Objective 9: By June 1, 2010, there will be at least one focus group conducted in the <i>PBS</i> program.	The students commented that since the initiation of <i>PBS</i> , students have fun meeting the behavioral goals as set by the program goal as they are motivated by the Dolphin dollar program. In addition, students appreciate the fact that the set of expectations and rules are clearly stated and thus easier to follow. During the focus group, students have expressed a high motivation to practice behaviors that will aid in making their school campus safe learning environment as a result of the recognition and awards received for their good attitudes and behaviors.

The data suggest that Citrus County is making steady progress towards reducing the discipline-related incidents in its schools by facilitating quality program implementation in the form of *Link Crew*, *WEB* and *PBS*. Citrus County Public School District has successfully implemented the SDFS program in its schools, trained new instructors and added new schools under the SDFS program keeping in line the best interests of its students. While the improvements are steady, FYSAS data show that the county has far more ATOD risk behavior prevalence rates than state and national norms. Continued intervention will be a key to sustaining the momentum gained through the SDFS program grant. The steady decline seen in ATOD rates in the Florida Youth Substance Abuse Survey 2008 will be difficult to maintain if programs

that are driving such a positive trend are stopped short. Thus the impact of the end of the SDFS grant remains to be seen.

Based on the program outcomes and evaluation results, some recommendations are suggested for CCSB. Citrus County School Board should document best practices for the district and share learned lessons with schools for conserving resources by replicating successful program components and doing away with others. As learned from FYSAS 2008 report for Citrus County, discipline data should not be the only outcome measure of interest when monitoring success. It would be helpful for the district to set up a database that can track each student throughout their middle and high school years using the student identification number to assess the increase in attendance, decrease in discipline referrals and improvement in academic performance at participating schools. Documenting the other risk and protective factors identified by FYSAS and its comparison with baseline information from the FYSAS 2008 might help teachers with early identification of problem behaviors in students.

Citrus County schools have established an excellent foundation of trust and have built the capacity of its system by training students as peer-mentors. The next step taken by CCSB can be in the direction of instituting policy and systemic level changes that mitigate ATOD behaviors by involving teachers, students and parents. Schools could be tiered according to their discipline/incident rates and other risk behaviors as identified in FYSAS. Targeted interventions addressing schools with higher rates will enhance benefits and outcomes in these schools. It is highly recommended that Citrus County undertake a school district-wide “needs and resource assessment”. A comprehensive assessment will provide the district with a competitive edge in applying to grant opportunities by helping to demonstrate the basis for their plan when they request participation or financial assistance from government agencies, corporations, foundations or other potential supporters. A resource assessment will enable CCSB to pool community resources. It can also serve as a tool for reenergizing the school system by providing them with measurable milestones for success. Raising awareness by disseminating assessment results will also help to bring the priority issues to the community and media attention, thereby garnering local support.



## Overview

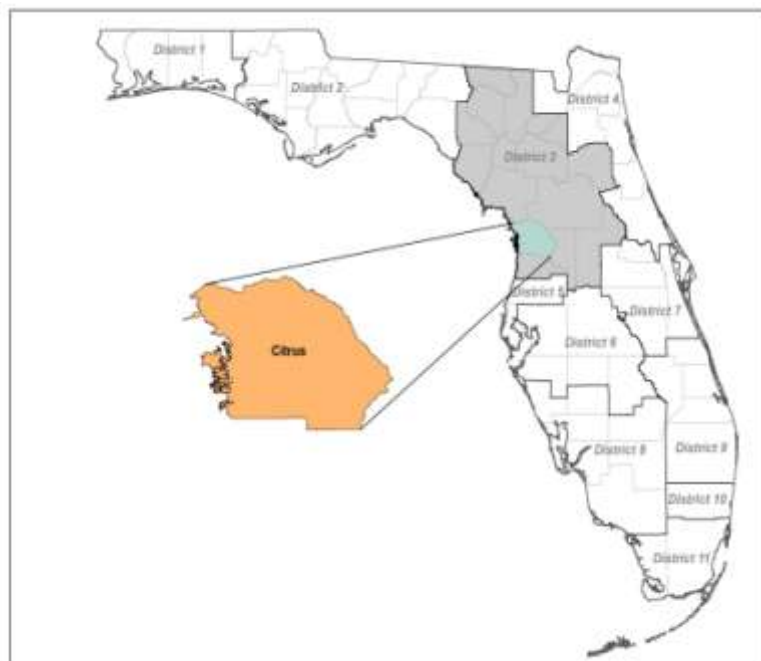
The Citrus County School Board (CCSB) was awarded a part of the Safe and Drug-free Schools (SDFS) and Communities state grants received by Florida Department of Education (DOE) in 2007. The program provides support for a variety of drug-abuse- and violence-prevention activities focused primarily on school-age youths. The state grant money offered local education agencies (LEAs), i.e., school districts, an opportunity to offer staff training; student instruction; curriculum development or acquisition; parent education and involvement; conflict resolution; peer mediation and student assistance programs, such as counseling, mentoring, identification and referral services. The formula for the distribution of funds to LEAs was based on the state's prior year share of Title I (ESEA) funds (60 percent) and enrollment (40 percent). In February 2007 the WellFlorida Council began working with CCSB on the annual planning and evaluation of the Safe and Drug-free School program activities in Citrus County. The current evaluation reviews the program's operations by measuring the performance and effectiveness of the program based upon predetermined outcome objectives set forth in the Florida DOE Project Award # 090-1038A-OCS01 for the grant period covering 2009-10 school year.

Since the inception of the SDFS program in Citrus County, many beneficial programs have been implemented in schools to develop safe, disciplined and drug-free learning environments.

## Citrus County

Citrus County is located about 70 miles north of the Tampa Bay area and 60 miles northwest of Orlando. It borders Levy, Marion, Sumter and Hernando counties (Figure 1).

**Figure 1: Citrus County**





Citrus County, with its population of 145,883 (Table 1), is a predominantly White community with more Hispanic population than Black, Asian and other races/ethnicities. A relatively older county with one in every three adults over the age of 65, the 0-17 year olds account for nearly 14% of its population.

**Table 2: Demographic Comparison of Citrus County and Florida**

	County		Florida	
	Number	Percent	Number	Percent
<b>Total Population</b>	<b>145,883</b>	<b>--</b>	<b>19,119,225</b>	<b>--</b>
Asian	1,628	1.1	412,573	2.2
Black	4,284	2.9	2,997,561	15.7
White	136,532	93.6	14,341,993	75
Other	3,439	2.4	1,367,098	7.2
Hispanic	6,047	4.1	4,015,128	21
Male	75,872	52	9,804,249	51.3
Female	70,011	48	9,314,976	48.7
Prison	0	0	98,128	0.5

**Source:** ESRI Business Solutions Population Data, 2008; Florida Department of Corrections, 2008.

The median household income of Citrus County residents (\$39,271) is much below the state median household income of \$50,509. Four in every ten students (41.8%) in CCSB are on free/reduced lunch. The county has a higher unemployment rate (8%) than the state (6.2%) and the demographics of the county reveal that 18.8% of its residents have college diplomas as compared to 29.4% across the state.

**Table 3: Socioeconomic Comparison of Citrus County and Florida**

	County	Florida
Per Capita Income (\$)	23,776	27,867
Median Household Income (\$)	39,271	50,509
Percent of Persons Below 100% of the FPL (%)	11.7	12.5
Percent of Persons Below 200% of the FPL (%)	33.3	31.1
Students on Free/Reduced Lunch (%)	41.8	45.9
Unemployment Rate (%)	8.0	6.2
Percent of Businesses with <50 Employees (%)	96.8	95.4
Percent Employed in Small (<50 employees) Businesses (%)	39.4	28.0
Percent with High School Diplomas (%)	78.3	79.9
Percent with College Diplomas (%)	18.8	29.4

**Source:** ESRI Business Solutions Population Data, 2008; US Dept. of Commerce, Bureau of the Census, 2000; Florida Dept. of Education School Year 2007-08; Florida Research and Economic Database, 2008; County Business Patterns, US Dept. of Commerce, Bureau of the Census, 2006; Special Data Extraction, US Dept. of Commerce, Bureau of the Census, 2002; US Department of Commerce, Bureau of the Census, 2000.

## Citrus County Schools

As seen in Table 3 below, the Citrus County Public Schools enrolled a total of 16,083 students in the year 2009-2010. These numbers do not include home school and private school attending children. As per the CCSB annual enrollment report, the gender distribution of students is nearly equal (51.73% male) with a White majority (about 82%) and more Hispanic (6.78%) than Black students (5%). Students of other ethnicities (Asians, American Indians/Alaska Native and Multiracial) comprise 6% of the remaining student population in Citrus County Schools.

**Table 4: Citrus County Public Schools' Enrollment 2007-2010**

Name of School	2007-08	2008-09	2009-10
Academy of Environmental Sciences	65	59	77
Central Ridge Elementary	NA	692	703
Citrus High <sup>2,3</sup>	1677	1644	1652
Citrus Springs Elementary <sup>3</sup>	1066	665	664
Citrus Springs Middle <sup>1,3</sup>	810	944	827
CREST <sup>3</sup>	186	204	176
Crystal River High <sup>2</sup>	1332	1261	1278
Crystal River Middle <sup>1,3</sup>	906	911	864
Crystal River Primary <sup>3</sup>	666	645	648
Cypress Creek Academy	83	118	101
Floral City Elementary	418	394	380
Forest Ridge Elementary <sup>3</sup>	808	759	801
Hernando Elementary	736	594	583
Homosassa Elementary <sup>3</sup>	357	366	374
Horizon Educational Center	47	35	NA
Inverness Middle <sup>1,3</sup>	1148	1134	1189
Inverness Primary <sup>3</sup>	747	711	695
Lecanto High <sup>2</sup>	1756	1758	1799
Lecanto Middle <sup>1,3</sup>	812	778	772
Lecanto Primary <sup>3</sup>	898	779	782
Pleasant Grove Elementary <sup>3</sup>	711	726	766
Renaissance Center <sup>3</sup>	128	122	148
Rock Crusher Elementary	725	724	692
Withlacoochee Technical Institute	83	904	80
District Total	16165	16927	16083

Source: Citrus County School Board, 2007-08, 2008-09, and 2009-10.

(1-Schools enrolled in *WEB* program; 2-Schools enrolled in *Link Crew* program; 3-Schools enrolled in *PBS* program)

## Safe and Drug-free School Program

Three programs have been undertaken by the CCSB as part of the Safe and Drug-free Schools initiative: *WEB* program, *Link Crew* program and *PBS* program (see Table 3 above). *WEB*, an acronym for Where Everybody Belongs, is a middle school based transition program for incoming sixth grade students to be linked with an eighth grade mentor. It is currently implemented in four schools—Citrus Springs Middle, Crystal River Middle, Inverness Middle, and Lecanto Middle.

The *Link Crew* program is a high school transition program that operates by organizing seniors and juniors who act as mentors for incoming freshman class students. It is currently implemented in three schools—Citrus High, Crystal River High, and Lecanto High.

*PBS*, an acronym for *Positive Behavior Support*, is a proactive program that uses discipline data to identify school-specific goals to develop effective interventions to reduce inappropriate student behavior and increase desired behavior across the school campus. The thirteen schools that

implemented *PBS* in 2008-09 were Crystal River Primary, Forest Ridge Elementary, Homosassa Elementary, Inverness Primary, Lecanto Primary, Pleasant Grove Elementary, Citrus Springs Middle, Crystal River Middle, Inverness Middle, Lecanto Middle, Citrus High, CREST and Renaissance Center. Citrus Springs Elementary has joined this list, bringing the number of schools with the *PBS* program up to fourteen in the 2009-2010 school year.

## Data Sources

Nationwide performance assessment of the SDFS program objectives is evaluated by collection of biennial data from a nationally representative sample of students in grades 9-12 as part of the Youth Risk Behavior Surveillance System (YRBSS) of the Centers for Disease Control. Federal statistical agencies validate this data and make it available for comparison of outcomes between states. On a county level, and for the purpose of this evaluation report, the discipline data collected by DOE—School Environmental Safety Incident Reporting (SESIR) and the Florida Youth Substance Abuse Survey (FYSAS)—are used as tools for planning and evaluating the SDFS program. FYSAS is a collaborative effort between the Florida Departments of Health, Education, Children and Families, Juvenile Justice, and the Governor's Office of Drug Control.

## Youth Risk Behavior Surveillance System (YRBSS)

The YRBSS assesses six categories of priority health risk behaviors—behaviors that contribute to unintentional injuries and violence; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and STDs, including HIV infection; unhealthy dietary behaviors; and physical inactivity. National Youth Risk Behavior Survey data are representative of all public and private school students in grades 9-12 in the fifty states and the District of Columbia. The goal of state-wide SDFS grants was to develop safe, disciplined, and drug-free learning environments. To help ensure that schools are safe, disciplined, and drug free and that they promote implementation of programs that reflect scientifically based research, five indicators are tracked in the 2005 program performance plan as presented in YRBSS.

**Table 5: Florida and United States 2009 Results for High School Youth Risk Behavior Survey**

Indicator	Florida	United States	Goal for 2009 Calendar Year
Illegal drugs at school: The proportion of students in grades 9-12 who were offered, sold or given an illegal drug on school property.	21.8 (20.4–23.3)	22.7 (20.7–24.9)	26
Students using marijuana: Percentage of students who used marijuana one or more times during the past 30 days.	21.4 (19.9–22.8)	20.8 (19.4–22.3)	18
Binge drinking: The proportion of students grades 9-12 who report engaging in episodic heavy (binge) drinking [as measured by question: Had five or more drinks of alcohol in a row within a couple of hours on at least 1 day (during the 30 days before the survey)].	21.1** (19.6–22.8)	24.2 (22.6–25.9)	25
Fights at School: Proportion of students in grades 9-12 reporting being involved in a fight at school (during the 12 months before the survey).	10.5 (9.6–11.5)	11.1 (10.0–12.2)	11
Students carrying weapons to school: The proportion of students in grades 9-12 who carried a weapon on school property (for example, a gun, knife or club during the 30 days before the survey).	4.7 (4.0–5.5)	5.6 (5.0–6.3)	4

Note: \*\* indicates significant difference ( $p=0.01$ ). Parentheses under numbers indicate confidence interval.

Source: Centers for Disease Control and Prevention. 2009 Youth Risk Behavior Survey. Available at: [www.cdc.gov/yrbss](http://www.cdc.gov/yrbss). Accessed on 6/7/2010. Goals for 2009: ED performance and accountability, FY 2005 Program Performance Plan. Available at <http://www2.ed.gov>. Accessed on 6/7/2010.

As seen in Table 4 above, the state of Florida met the Year 2009 goals for illegal drugs on school property, use of marijuana, binge drinking and fights at school. The students in the state differed significantly from the nation—highschool students in Florida were less likely to binge drink as compared to their nationwide counterparts. On the other hand, the grant's goal for Year 2009 was not met for the indicator measuring number of students carrying weapons to school at both the state and national levels.

### School Environmental Safety Incident Reporting (SESIR)

The Florida Department of Education (DOE) publishes discipline data collected from school districts in the SESIR system on an annual basis. Schools report to the district, which submits the data to the Florida DOE for publication. Shown below (Table 5) are the discipline incidents and resultant disciplinary actions for the 2008-2009 school year. The 2009-2010 school year data will not be available until August 2010. A detailed SESIR report for each SDFS participating school in Citrus County can be found in Appendix A.

**Table 6: Citrus County School District: SESIR Disciplinary Actions Report, 2008-2009**

Incident by Disciplinary/Referral Action	Alternative Placement	In-School Suspension	Out-of-School Suspension	Expelled with No Continuing Ed Svs.	Expelled with Continuing Ed Svs.	Total
Alcohol	--	--	10	--	1	11
Arson	--	2	--	--	--	2
Battery	--	1	2	2	--	5
Bullying/Harassment	--	13	13	--	--	26
Drug Sale/Distribution	--	--	9	6	12	27
Drug Use/Possession	--	1	29	5	12	47
Fighting	--	46	250	4	--	300
Larceny/Theft	--	1	4	--	--	5
Other Major	--	--	1	--	--	1
Sexual Harassment	--	2	10	--	--	12
Sexual Offenses (Other)	--	--	3	--	--	3
Tobacco	--	36	76	--	--	112
Trespassing	--	--	1	--	--	1
Vandalism	--	1	5	--	--	6
Weapons Possession	1	--	4	--	--	5

The symbol "--" indicates that data are not available.

Source: Citrus County Public Schools, Florida Department of Education, SESIR Incident by Disciplinary/Referral Action: 2008-09.

SESIR provides school-reported data on incidents of crime, violence or disruptive behaviors that occur on school grounds, on school transportation and at off-campus, school-sponsored events during any 24-hour period, 365 days per year.

A total of 563 incidents were reported in the year 2008-09. A little over half of the incidents were "fighting" (53.29%). The maximum number of discipline incidents for fighting were reported at Inverness Middle School (n=66), followed by Crystal River Middle School (n=45) and Lecanto High School (n=43) as seen in Appendix A.

As compared to 2007-08 when a third of all SESIR incidents were for “Drug Sale/Distribution and Drug Use/Possession” (excluding tobacco and alcohol), 2008-09 had 13.14% incidents under the same disciplinary action—thereby showing a reduction in incidents of non-alcohol and tobacco consumption and sale. The highest number of drug sale/distribution and drug use/possession incidents in 2008-09 were at Lecanto High School (n=25).

Alcohol-and tobacco-related discipline incidents were constant over 2007-08 and 2008-09 and contributed to a fifth of all incidents (21.85%). Crystal River High School had the most tobacco-related discipline incidents (n=40) resulting in 37 out-of-school suspensions and 3 in-school suspensions. It is noteworthy that alcohol, tobacco and other drug-related behaviors were responsible for 35% of all the school environmental safety incidents with violent behaviors such as arson, battery, bullying, fighting and weapons possession as the highest proportion of incidents at a combined 60.04%. Crystal River Middle School reported the majority of the bullying/harassment incidents (n=17, 65.38%) as seen in Appendix A.

### **The Florida Youth Substance Abuse Survey (FYSAS)**

FYSAS is based on the "Communities that Care" survey that assesses risk and protective factors for substance abuse in addition to substance abuse prevalence rates. The survey was first administered to Florida's middle and high school students during the 1999-2000 school year, and is repeated annually in the spring. In the spring of even years, the survey is administered simultaneously with the Florida Youth Tobacco Survey, sampling enough students to generate data applicable at the county level.

The FYSAS was previously administered at the county level to Citrus County students in December of 1999 and January of 2000, and in the spring of 2002, 2004 and 2006. The most recent FYSAS was administered to Citrus County's youth jointly with the Florida Youth Tobacco Survey in May of 2008. Two measures of relevance to this evaluation are reported below—lifetime prevalence (whether the student has ever used the drug) as a good measure of student experimentation and past-30-day prevalence (whether the student has used the drug within the last month) as a measure of current use.

The 2008 data show achievements in Citrus County that could be built upon in future years. Marijuana use has declined with overall lifetime use decreasing from 35.3% in Year 2000 to 25.3% in year 2008. Surveyed students reported a substantial reduction in past-30-day cigarette use with the rate dropping from 26.6% in year 2000 to 14.6% in year 2008. No respondents in high school reported past-30-day usage of Rohypnol or GHB. Among Citrus County middle school students, the past-30-day prevalence rate (1.8%) for prescription amphetamines has decreased since the previous reports (2.0%). Among Citrus County high school students, past-30-day prevalence rates for hallucinogenic mushrooms, cocaine and prescription amphetamines are all 2.0% or less. The Citrus County middle school students also show a rate of 1% or less for past-30-day prevalence rates for use of club drugs, LSD, PCP or mushrooms, cocaine or crack cocaine, methamphetamine, heroin and steroids.

Furthermore, students' attitudes also showed a relative shift—fewer students reported that they would be seen as “cool” by their peers if they smoke cigarettes (7.4%) or smoke marijuana (12.6%). A substantial proportion of students indicated that it would be “wrong” or “very wrong” for someone their age to smoke cigarettes (74.2%), smoke marijuana (79.1%) or use other illicit drugs (95.1%). A majority of respondents reported that each of the following behaviors poses a “great risk” of harm—smoking a pack or more of cigarettes every day (63.8%) and regular use of marijuana (59.0%).

The above measures are encouraging, but continued efforts are warranted as drug use and antisocial behaviors are complex and need ongoing intervention. According to the 2008 FYSAS report for Citrus County (see Tables 6 and 7 below), while some of the findings compare favorably to the national

findings, Citrus County youth are still reporting Alcohol, Tobacco, or Other Drugs (ATOD) use and delinquent behavior that will negatively affect their lives and society at large. With overall prevalence rates of 59.8% for lifetime use and 33.7% for past-30-day use, alcohol is the most commonly used drug among Citrus County students. After alcohol, students reported cigarettes (36.2% lifetime and 14.6% past-30-day) and marijuana (25.3% lifetime and 12.4% past-30-day) as the most commonly used drugs. As seen in Table 6 below, use of marijuana or hashish (25.3% vs. 21.1% respectively), inhalants (14.6% vs. 11.4% respectively), any illicit drug (35.8% vs. 30.4% respectively) are all higher in Citrus County than the state of Florida for 2008. Note that prevalence rates for other drug combinations are also substantially higher, thereby underscoring the importance of the need for continued support for programs ensuring safe and drug-free learning environments.

**Table 7: Comparison of Lifetime Drug Use among Citrus County and Florida Statewide Youth**

ATOD	Citrus County							Florida Statewide						
	Middle School	High School	Female	Male	Ages 10-14	Ages 15-17	Total	Middle School	High School	Female	Male	Ages 10-14	Ages 15-17	Total
Alcohol	44.2	71.6	61.4	58.2	45.5	69.9	59.8	36.3	66.2	54.9	51.5	37.4	65.6	53.2
Cigarettes	27.9	42.5	38.4	34	28.1	43.5	36.2	17.4	34.4	27.4	26.4	17.1	34.3	27
Smokeless Tobacco	--	24	17.6	30.3	--	23.2	--	--	12.5	6.9	18.1	--	12	--
Marijuana or Hashish	12.7	34.9	24.2	26.6	14.3	32.7	25.3	8.5	30.8	20	22.1	8.4	30.5	21.1
Inhalants	16.1	13.4	17.8	11.7	17.1	13.3	14.6	13.2	10.1	12.9	10	13	10.5	11.4
Over-the-Counter Drugs	7.2	--	10.1	3.9	6.7	--	--	4.9	--	5.9	3.9	4.6	--	--
Any Illicit Drug	26.4	43.0	37.2	34.8	27.7	40.7	35.8	21.2	37.5	30.7	30.1	21.1	37.4	30.4
Any Illicit Drug other than Marijuana	23.9	28.1	30.2	23.0	24.3	27.1	26.3	17.5	23.1	21.7	19.6	17.4	23.0	20.7
Alcohol	21.6	31.2	27.0	26.8	21.6	31.9	27.1	20.8	31.7	28.0	25.9	21.8	31.3	26.9
Alcohol Or Any Illicit Drug	48.0	74.2	64.0	61.7	49.2	72.7	62.9	41.9	68.9	58.5	55.7	42.7	68.4	57.1
Any Illicit Drug, but No Alcohol	4.1	2.6	2.8	3.6	4.0	2.7	3.3	5.8	3.0	3.9	4.6	5.6	3.1	4.2
Any Illicit Drug	26.4	43.0	37.2	34.8	27.7	40.7	35.8	21.2	37.5	30.7	30.1	21.1	37.4	30.4
Any Illicit Drug other than Marijuana	23.9	28.1	30.2	23.0	24.3	27.1	26.3	17.5	23.1	21.7	19.6	17.4	23.0	20.7

The symbol "--" indicates that data are not available. All values are percentages

Source: 2008 Florida Youth Substance Abuse Survey - Citrus County Report. Available at [www.dcf.state.fl.us](http://www.dcf.state.fl.us). Accessed on 6/14/10.

It is notable from Table 7 below that use of all drug combinations in the past 30 days except use of illicit drugs by students who are not using alcohol (3.9% vs. 4.4% respectively) is also higher in Citrus County than across the state of Florida as a whole. As seen below, students in Citrus County compared to the state of Florida as a whole have a higher usage for alcohol (33.7% vs. 29.8% respectively); cigarettes (18.8% vs. 14.8% respectively), smokeless tobacco (14.6% vs. 9.1% respectively) any illicit drug other

than marijuana (11.1% vs. 8.9% respectively); alcohol only (20% vs. 18.5% respectively); and all other illicit drug combinations. This data further underscores the importance of the Safe and Drug-free School Program in Citrus County Public Schools.

**Table 8: Comparison of Past 30 Days Drug Use among Citrus County and Florida Statewide Youth**

ATOD	Citrus County							Florida Statewide						
	Middle School	High School	Female	Male	Ages 10-14	Ages 15-17	Total	Middle School	High School	Female	Male	Ages 10-14	Ages 15-17	Total
Alcohol	21.3	42.9	33.9	33.7	22.0	42.0	33.7	17.3	39.5	30.6	29.0	17.8	38.6	29.8
Cigarettes	10.3	25.2	17.9	19.9	10.0	25.6	18.8	6.2	21.5	14.0	15.6	6.4	20.5	14.8
Smokeless Tobacco	10.0	18.1	15.9	13.3	9.5	18.9	14.6	4.7	12.6	8.8	9.4	4.5	12.2	9.1
Marijuana or Hashish	--	10.5	6.1	14.8	--	10.9	--	--	5.3	2.4	8.3	--	5.0	--
Inhalants	7.6	16.1	13.9	11.1	8.4	16.4	12.4	4.4	16.2	9.8	12.3	4.3	16.1	11.1
Over-the-Counter Drugs	4.5	2.5	4.0	2.7	4.8	2.3	3.4	5.2	2.2	4.1	2.8	4.9	2.4	3.5
Any illicit drug	3.0	--	4.3	1.9	2.6	--	--	2.2	--	2.6	1.8	2.1	--	--
Any Illicit Drug other than Marijuana	15.0	19.5	19.1	16.3	14.8	19.8	17.6	10.6	19.9	15.2	16.3	10.3	19.8	15.8
Alcohol	11.2	10.9	12.6	9.9	10.8	10.6	11.1	8.0	9.7	9.1	8.7	7.8	9.5	8.9
Alcohol Or Any Illicit Drug	10.9	26.9	20.1	20.1	12.1	25.6	20.0	11.4	24.0	19.7	17.4	12.0	23.5	18.5
Any Illicit Drug, but No Alcohol	25.4	46.2	38.7	36.1	26.5	45.3	37.2	21.7	43.3	34.6	33.2	22.0	42.7	33.9
Any Illicit Drug	4.4	3.5	5.1	2.9	4.8	3.6	3.9	4.7	4.2	4.2	4.5	4.5	4.4	4.4
Any Illicit Drug other than Marijuana	21.3	42.9	33.9	33.7	22.0	42.0	33.7	17.3	39.5	30.6	29.0	17.8	38.6	29.8

The symbol "--" indicates that data are not available.

Source: 2008 Florida Youth Substance Abuse Survey - Citrus County Report. Available at [www.dcf.state.fl.us](http://www.dcf.state.fl.us). Accessed on 6/14/10.

The FYSAS also included questions to gauge risk and protective factors for drug use and other problem behaviors among Citrus County youth. Protective factors were defined as conditions that buffer children and youth from exposure to risk by either reducing the impact of the risks or changing the way that young people respond to risks. Risk factors were defined as conditions that increase the likelihood of a young person becoming involved in drug use, delinquency, school dropout and/or violence. The FYSAS assessed 23 risk factors and 10 protective factors across four domains—Community Domain, Family Domain, School Domain, and Peer and Individual Domain.

As seen in Table 8 below, 20.9% of middle school students and 42.5% of high school students had drunk alcohol in the past month. While over 80% of students who had never had a drink got mostly A and B



grades in school in the past year, 54.9% of middle schoolers and 69.5% of high school students who had a drink in past month got similar grades, suggesting a link between school academic performance and alcohol behaviors. The likelihood of students skipping school was also higher for students who had had a drink in the past month (nearly 50%) as opposed to those who had never drunk (19.8%). Students who had drunk in the past month were more likely to report “never or seldom” enjoying school (30%) as opposed to those who had never drunk (15.4%). These students were also more likely to report hating the school (45%) as opposed to students who never had a drink (21%). These findings are important as academic success is known to decrease the risk of drug use, delinquency, violence and school dropout. Interventions aimed at improving academic achievements thus are both associated and influenced by ATOD behaviors and vice-versa.

**Table 9: Risk and Protective Factors for Middle and High School Students in Citrus County**

Indicator	Middle Schools			High Schools		
	Never Drank	Drank but Not in Past Month	Drank in Past Month	Never Drank	Drank but Not in Past Month	Drank in Past Month
Sample Frequency	271	111	101	181	189	274
Sample Portion	56.2	22.9	20.9	28.1	29.3	42.5
Population Projection	2,030	828	756	1,357	1,415	2,050
<b>Grades Last Year</b>						
Mostly Ds and Fs	3.8	7.2	12.8	3.0	3.4	3.5
Mostly Cs	11.2	18.2	32.3	14.5	13.0	27.0
Mostly As and Bs	85.0	74.6	54.9	82.6	83.6	69.5
<b>Days Skipped Last Year</b>						
None	80.2	73.2	49.5	82.9	67.1	51.7
At Least One	19.8	26.8	50.5	17.1	32.9	48.3
<b>Grades Better than Others</b>						
No	31.2	43.9	58.7	27.1	29.3	36.5
Yes	68.8	56.1	41.3	72.9	70.7	63.5
<b>How Often Enjoy School</b>						
Never or Seldom	15.4	30.6	28.4	16.7	16.5	30.2
Sometimes	30.5	29.6	40.1	31.8	37.9	38.0
Often or Almost Always	54.0	39.8	31.5	51.5	45.6	31.8
<b>How Often Hate School</b>						
Never or Seldom	52.7	30.9	27.8	46.4	35.9	28.3
Sometimes	25.5	31.4	26.2	32.4	39.7	26.6
Often or Almost Always	21.8	37.7	46.0	21.2	24.3	45.1
<b>How Often Do Best in School</b>						
Never or Seldom	3.5	7.0	12.8	4.7	6.3	8.9
Sometimes	10.3	15.3	22.1	13.1	22.0	26.2
Often or Almost Always	86.2	77.6	65.2	82.3	71.7	64.9
<b>Best Friends Dropped Out *</b>						
None	NA	NA	NA	94.9	86.7	79.3
At Least One	NA	NA	NA	5.1	13.3	20.7

Symbol “\*\*” indicates that this question was removed from the middleschool survey in 2008.

Source: 2008 Florida Youth Substance Abuse Survey - Citrus County Report. Available at [www.dcf.state.fl.us](http://www.dcf.state.fl.us). Accessed on 6/14/10.

### District Discipline Incident Summary Data

The discipline incident data for schools participating in the SDFS program during 2007-2010 school years as provided by CCSB (Table 9) follows here. It separately reports the sixth grade incidents as participants of *WEB* program and ninth grade incidents as participants *Link Crew* programs.

For sixth graders with the *WEB* program in their school, overall discipline incidents increased by 21% from 2007-08 and 2008-09. While discipline incidents increased between 2008-09 and 2009-10, the rate was slower at 16%—an average increase of 18%. For all the middle school grades (grade 6-8), there was an increase of 12% across 2007-2010. Intimidation incidents showed an increase between 2008-09 and 2009-10 at an average of 6% increase for sixth graders and 19% increase for grades 6-8.

Discipline incidents for highschool students showed a decline between 2008-09 and 2009-10. The overall discipline incidents for ninth graders decreased by 7% from 2007 to 2010 and by 8% for intimidation only between the same period. District-wide discipline incidents for grades 9-12 showed an average increase of 14% between 2007 and 2010 and a 16% decrease for intimidation incidents for the same period.

**Table 10: Discipline Incidents Data In SDFS Participating Schools: 2007-2010**

Citrus County Public Schools	2007 to 2008	2008 to 2009	2009 to 2010	% Change Between 2007-08 & 2008- 09	% Change Between 2008-09 & 2009- 10	Average Change Between 2007-08 & 2009- 10
<b>Middle School</b>						
Grade 6 Only: District Wide Total Number of all Discipline Incidents	1,270	1,534	1,773	21%	16%	18%
Grade 6 Only: District Wide Total Number of Discipline Incidents (Intimidation Only)	13	08	12	-38%	50%	6%
Grades 6-8: District Wide Total Number of all Discipline Incidents	4,555	5,648	5,609	24%	-1%	12%
Grades 6-8: District Wide Total Number of Discipline Incidents (Intimidation Only)	27	18	31	-33%	72%	19%
<b>High School</b>						
Grade 9 Only: District Wide Total Number of all Discipline Incidents	3,655	3,277	3,187	-10%	-3%	-7%
Grade 9: District Wide Total Number of Discipline Incidents (Intimidation Only)	06	06	05	0%	-17%	-8%
Grades 9-12: District Wide Total Number of all Discipline Incidents	8,749	9,816	11,306	12%	15%	14%
Grades 9-12: District Wide Total Number of Discipline Incidents (Intimidation Only)	17	14	12	-18%	-14%	-16%

Source: Citrus County School District, 2008.

Middle school data includes data from Citrus Springs Middle, Crystal River Middle, Inverness Middle and Lecanto Middle Schools.

High school data includes data from Citrus High, Crystal River High, and Lecanto High Schools.

## Evaluation Design

The purpose of this program evaluation is to determine if the Citrus County School Board (CCSB) is utilizing its SDFS funding in a manner supporting effective programs that prevent violence and illegal use of alcohol, tobacco, and other drugs in schools. SDFS funds go to all school districts in Florida to (1) support the teaching of curricula that will educate school children on violent behavior and the effects of alcohol, tobacco and other drugs (ATOD), and (2) develop programs to reduce violent behavior in schools, make safer learning environments in schools, and reduce the consumption of ATOD.

Three high schools, four middle schools, eleven elementary schools along with several specialty or alternative schools served 16,083 Citrus County school students in 2009-2010. The evaluation objectives for the Safe and Drug-free School program for this school year were developed by the staff of CCSB Student Services Department and the SDFS Advisory Committee in order to determine if CCSB is meeting the state and federal goals delineated by the state SDFS program grants. The objectives set forth at the beginning of academic year 2009-10 are illustrated below (Table 10).

**Table 11: Objectives 2009-10: Citrus County Public Schools Safe And Drug-Free Schools Program**

Objective	Statement
1	By June 1, 2010, of those 9 <sup>th</sup> grade students who participated in the <i>Link Crew</i> program at least 10% will show a decrease in the number of discipline incidents.
2	By June 1, 2010, there will be at least one new leader trained in the <i>Link Crew</i> program facilitation.
3	By June 1, 2010, there will be at least one focus group conducted in the <i>Link Crew</i> program.
4	By June 1, 2010, of those 6 <sup>th</sup> grade students who participated in the <i>WEB</i> program at least 10% will show a decrease in the number of discipline incidents.
5	By June 1, 2010, there will be at least one focus group conducted in the <i>WEB</i> program.
6	By June 1, 2010, there will be at least one new leader trained in the <i>WEB</i> program facilitation.
7	By June 1, 2010, of those grade K–12 students who participated in the <i>PBS</i> program at participating schools, at least 8% will show a decrease in the number of Office of Discipline Referrals (ODRs).
8	By June 1, 2010, there will be at least one new schools with instructors trained in the <i>PBS</i> program facilitation.
9	By June 1, 2010, there will be at least one focus group conducted in the <i>PBS</i> program.

Evaluation relied on discipline data from participating high schools and middle schools; an end of the year web-based SDFS satisfaction survey that provided information on any new instructors trained in the current school year; and focus groups with students to assess student feedback on improving the program and their satisfaction with the existing practices in their schools. One focus group was conducted to evaluate each of the SDFS programs (*Link Crew*, *PBS* and *WEB*).

The fourteen schools that participated in the *PBS* program track their ODRs (Office of Discipline Referrals) through the *PBS* software. Each school has a *PBS* coach who enters the ODRs throughout the year. At the end of school year, a district report is compiled. CCSB provided the schools' discipline referral rate from the school years 2007-08, 2008-09 and 2009-10 for evaluation of the *PBS* program.

The CCSB also provided WellFlorida Council with pertinent school enrollment data and school discipline incident data for analysis. All three participating high schools' discipline incidents were obtained for assessing effectiveness of the *Link Crew* program. Discipline incident data was also obtained for

assessing effectiveness of the *WEB* program in all four Citrus County middle schools. The evaluation activities began in October 2009 as illustrated below (Table 11).

**Table 12: Timeline for SDFS Evaluation In Citrus County Public Schools, 2009-10**

Activity	Date
SDFS Committee Organizational Meeting	October 2009
Development of Evaluation Objectives	October 2009
Survey and Instrument Development	November-January 2010
Survey Dissemination and Data Collection	March-April 2010
Database Design and Data Entry	May 2010
Qualitative Focus Groups in Each Program Conducted	Feb-May 2010
Writing the Evaluation Report and Appropriate Data Analysis	May-June 2010
Completion of Final Report	June 30, 2010
Presentation of Final Report to SDFS Advisory Committee and Other Appropriate Groups within CCSB	July-September 2010

## Program Evaluation Outcomes

### School Coordinator Satisfaction Survey

WellFlorida Council worked with the staff of CCSB Student Services Department and developed a web-based satisfaction survey for *Link Crew* and *WEB* program coordinators (Appendix B). The survey consisted of six questions. The *WEB* and *Link Crew* coordinators received an email explaining the importance of ongoing 2009-2010 evaluations of Citrus County's Safe and Drug-free School (SDFS) program. The email requested them to participate in a short 5 minute survey by clicking on an embedded web-link. The survey was hosted on Survey Monkey® website and participants were asked to take the web-based survey between May 4 and May 25, 2010. A reminder was sent one week after the initial email.

**Table 13: Citrus County *WEB* and *Link Crew* Coordinators, 2009-10**

WEB	Coordinator(s)	
Citrus Springs Middle	Holly Becker	Lorelle Enos
Crystal River Middle	Eddie Trygar III	Donna Barrett
Lecanto Middle	Tammy Allan	Kathleen McKenna
Inverness Middle	Ann Gaskins	Heather Dancsak
Link Crew	Coordinator(s)	
Citrus High	Phil McLeod	Anna Rae Miller
Crystal River High	Jennifer Radake	Randy Owens
Lecanto High	Ron Allen	

Source: Citrus County Schools, Research & Accountability Department.

61.54% coordinators (n=8) completed the survey. All the coordinators from Citrus Springs Middle, Citrus High and Lecanto High completed the survey whereas one survey was answered for Crystal River Middle, Inverness Middle and Crystal River High School. Lecanto Middle School did not complete the survey. Four *WEB* coordinators and four *Link Crew* coordinators answered the survey.

Two schools reported having completed the *WEB/Link Crew* training in 2009-2010 school year; two instructors were trained from Inverness Middle School and one from Citrus High School. Four schools reported having received training in 2008-09; one instructor at each from Inverness Middle, Citrus High and Crystal River High school had completed the *Link Crew/WEB* training and two instructors from Citrus Springs Middle School had completed the training.

In response to the survey, 87.5% strongly agreed (n=7) that the students benefited from the SDFS funded *Link Crew/WEB* programs and 12.5% agreed (n=1) with the statement that students benefited from the *Link Crew/WEB* programs.

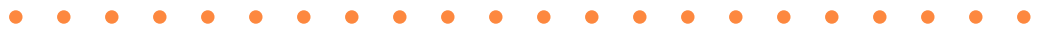
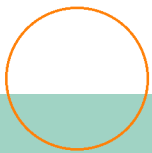
The coordinators had an opportunity to offer additional comments/ suggestions. It was felt that awareness of the benefits of the *Link Crew* program was dependent on their involvement with the program. One coordinator suggested that *Link Crew* instructors should be sent to refresher sessions next spring since the nature of the program has changed somewhat since its inception. Another coordinator reiterated the difference the SDFS programs make in students' lives—"students still talk about *WEB* once they have reached high school. (*Based on prior good experience with WEB*), they can't wait to have the opportunity to join *Link Crew* (in high school)".

### Focus Group Discussion with Students

Based on 2007-08 recommendations, the student focus groups were conducted for the first time as part of SDFS evaluation in Citrus County in 2008-09 and again in the 2009-10 school year. The focus groups were conducted at three schools to evaluate their respective SDFS programs. The focus group at Citrus High School evaluated the *Link Crew* program, one at Citrus Springs Middle School evaluated the *WEB* program and that at Homosassa Elementary School evaluated the *PBS* program.

Eight students from each school were selected to participate in a focus group discussion facilitated by Kim Gokhale, Associate Planner, WellFlorida Council. The focus groups were conducted at the same schools in 2008-09 and 2009-10 to facilitate comparison of information. The schools were asked to select students representing the diversity of their school. Schools sent consent forms (see Appendix C) with each pupil and offered the parents/guardians an opportunity to disallow the students from participating in the group discussion. Schools made arrangement for a room where the students could participate in a group discussion. While it was requested that no school personnel/administration be present in the room to allow students to speak their minds freely, a CCSB representative accompanied the facilitator in lieu of school security policy for visiting vendors. To avoid disturbance, the schools were asked to ensure that the room allotted was not used by others' during that time. Discussion was audio-recorded for note taking purposes. As an ice-breaker, students were asked to change their name to that of their favorite character for the course of discussion. All group members referred to the student by that name, thereby preserving anonymity on the tape. No names are being reported in this report to respect the confidentiality of the students and their comments. Questions used to facilitate the focus group discussion can be found in Appendix D. Findings for each SDFS program are presented in separate sections.

**Link Crew**



### Student Perceptions about *Link Crew* Program

The *Link Crew* program is a high school transition program that operates by organizing seniors and juniors who act as mentors for incoming freshman class students in 9<sup>th</sup> grade. It is believed that through this program, the school will become a comfortable new environment where the new students can find support and encouragement from peers and are thus more likely to succeed. The program began in 2001 with only one high school. Over the years it has expanded and been introduced at other high schools. In 2008-09, three high schools participated in this program—Citrus High, Crystal River High and Lecanto High. The student perceptions reported here are those from a focus group conducted at Citrus High School.

#### ***Meaning of Link***

Similar to 2008-09, students in 2009-10 said that when they hear “*Link* leaders”, they can picture upper classmen students in pink shirts—like tour guides—who will help in and around school. Unlike last year, when students were not sure what it meant, students were familiar with the *Link Crew* program in 2009-10. The students were introduced to *Link Crew* leaders at the orientation (first day) of school—“we were divided into groups and assigned to 2-3 *Link* leaders.... And then we switched groups and met the other *Link* leaders, like that.” When asked what would the students tell their family or friends about *Link*, students replied that *Link* leaders were like role models: “If you had a problem, you can go to them, you can look up to them and because they wore those pink shirts you know who to go to.”

#### ***Benefits of Link***

One student said that he was confused at first and having *Link* leaders was helpful: “It helps a lot of us with the orientation. You are nervous going into high school... in getting used to new things. With block schedule, when we have to go to different class rooms—going from middle school to high school there is a lot more kids and much bigger campus. A lot of freshmen know where everything is... but others they go to the *Link* leader to ask where the gym is or the cafeteria is. They are like a guide to help you find your way around.” Students commented that they had developed a trusting relationship with their *Link* leaders and did not discuss personal issues with them because a person was a *Link* leader, but rather as a result of a friendship that they had developed with *Link* leaders over the course of time and felt that they were approachable and trustworthy—“Some of my friends are *Link* leaders.. so I go to them for advice... but it’s not just because it’s about *Link* stuff or they are *Link* leaders, it is because they are my friends. They are friendly and easier to talk to. You can ask them whatever. They are nice people. You can talk to them anytime you see them in the hallway.” Besides personal problems, students mentioned that they discussed academic issues with *Link* leaders and saw them as leaders in the school that helped with many school events and knew how to work with student groups. “They help out with honor roll. They set up the games and ran the whole thing—it was kind of like a carnival. They help with organizing the event. They try to keep people under control and help with recruiting other students and getting students involved.”

#### ***Perceptions about Link***

Students had held *Link* leaders and the *Link* program in high esteem. They were eager to join *Link* as soon as they became eligible (in junior/senior year of high school). “It looks good on college applications and stuff. It shows that you can be a leader. It is cool—if people have helped me then I want to be able to help the freshmen when they come in. Also, you can get community service hours by just being a part of that.” When students were asked what their teachers and family thought of the *Link* program, they commented that teachers did not usually mention *Link*. “Teachers don’t really talk about it. The *Link* leaders tell us about it. There is no such thing as joining *Link*...Everything I hear about it is from the leaders, it is not from the teachers.” While a few students’ parents knew about *Link*, others did not.



Those parents who knew about *Link* appreciated having such program available at the school, since students often want peers to talk to rather than adults for many day-to-day issues at school: “My parents know about *Link* because my brother’s on it. They like the idea of students helping students. Because a lot of students think that teachers don’t understand them, if you have problems or something. But if you hear it coming from a student who has been there then it is more understandable. It’s a different generation for the teachers... so a student understands it better.”

### ***ATOD and On-Campus School Discipline Issues***

While students were appreciative of *Link*, they noted that many other good and similar programs are available on campus that are also helping students in other ways. Thus, while *Link* was making a difference at their school, it was as a result of a combination of activities undertaken by *Link* leaders as well as other programs such as AIM, Key Club, etc. “There is not like one club that makes a difference. They all work together... you know what I mean?” While students trusted the *Link* leaders, they did not approach them to break up campus fights in most scenarios: “every now and then they help with breaking up a fight, but he or she is a fellow student, you know. They don’t have to listen to them. So they just call an administrator for fights and all.”

Some students had not discussed smoking cigarettes/alcohol use with the *Link* leader, but thought that they would be comfortable doing so with peers in *Link* leader role. “Maybe students won’t feel threatened if it’s a student and not an adult. But I haven’t seen that. It could happen.” While a few students had discussed alcohol issues with a *Link* leader, it was more a result of their personal friendship and trust with the leader than the perception that a person was a “*Link* leader.” “When you say *Link* leader... I have to say that I don’t see them as their title... they are the people in pink shirts ... just that kid...but they are our friends. Someone we can trust. So yes, I have talked to them about drugs and smoking but not because they are that title. Just because we are friends.”

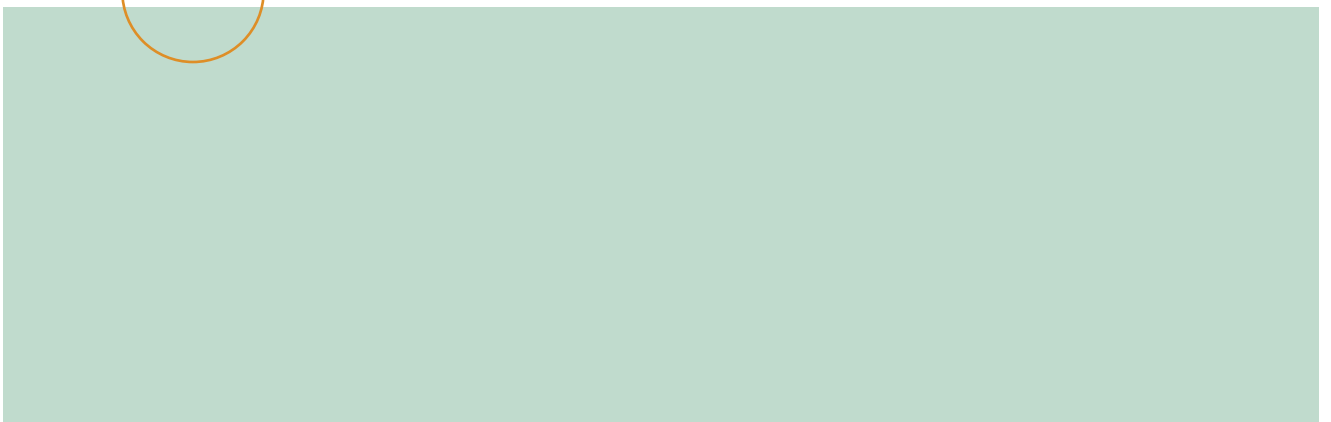
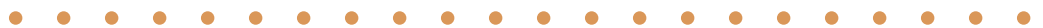
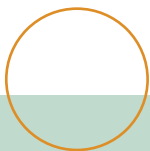
Students recognized bullying as a problem on the campus. It was interesting that they noted that bullying was increasingly becoming a problem not only as a physical threat but as a psychological threat with the internet as a medium. “A lot of it happens on internet or by phone and all. You don’t see much of face-to-face fights although it happens. It’s like spreading rumors, he said-she said stuff, you know! Too many people think they can handle it on their own and it doesn’t work. People don’t report it but then it doesn’t stop because the bully knows that it won’t be reported.”

### ***Suggested Improvements***

Overall, students liked the program. “They are just one of us. They don’t demand that we do anything and order us. They are there to help if we ask for it. So they don’t really do anything annoying. They are just there.” It was suggested that for *Link* leaders to be more recognizable they should wear something to set them apart—“There could be a couple of days a month when they have to wear a pink shirt. It will be easier to see who all are in *Link*. That way we know who the *Link* leaders are.”

**WEB**

**Where Everybody Belongs**



### **Student Perceptions about WEB Program**

*WEB*, an acronym for Where Everybody Belongs, is a middle school based transition program for incoming sixth grade students to be linked with an eighth grade mentor. The eighth grade mentors are trained to act as positive role models, motivators, leaders and teachers who serve as peer-guides for the 6th graders and help them discover what it takes to be successful in middle school. Four Citrus County middle schools participate in the program and have one trained instructor each: Citrus Springs Middle, Crystal River Middle, Inverness Middle and Lecanto Middle. Eight randomly selected students from Citrus Springs Middle School participated in a focus group discussion about *WEB* conducted by WellFlorida Council. The findings from the focus group are summarized below.

#### ***Meaning of WEB Program***

Few students had heard about *WEB* program prior to the beginning of the school session from their friends or extended family at school, while others did not know about *WEB* until after the school, started. Some students had received calls from *WEB* leaders to tell them about the program at school before the school year began. “*WEB* leaders called us. Two or three leaders were assigned students and they called their kids and told about *WEB*. They were like, we are a program to help you to get ready for 6th grade. Here’s our number, call us if you have problems with schedules, teachers or anything at school.” At the school orientation, students recollected that “They have a *WEB* day a week or two before school. They also introduce us to some teachers, vice principal and principal at that time.”

#### ***Perceptions about the WEB Program***

Most students thought that *WEB* leaders helped the students in adjusting to a new school atmosphere. The *WEB* leaders gave students various tips and tricks to succeed at the school. Many students had made friends with their *WEB* leaders. The *WEB* leaders were helping the students in organizing schoolwork and staying on track with academics. “When you are having a bad day, they make you feel better, they cheer you up.” Students thought that having *WEB* at school made a difference to the discipline at the school. “If we didn’t have *WEB*, we would go to ISS (*in school suspension*) more and get more tardies (*tardiness referrals*).” In 2008-09 some students had commented that since *WEB* leaders showed them around it helped them focus and get good grades, and comments made by students in 2009-10 echoed that.

#### ***Benefits of WEB***

Students said they approach a *WEB* leader when they need help. “*They have helped* me tour around school, how to know when to switch classes, because when a class is done, music is played and that means switch classes. I didn’t know that and the *WEB* leader told me what the music meant.” Another student mentioned that while each student was assigned a *WEB* leader, they felt comfortable in referring their friends’ problems to their *WEB* leader if need be. “My friend was being bullied by someone and she didn’t know who her *WEB* leader was. So I got my *WEB* leader to help her and she talked to this person who was bullying her and helped her out.”

#### ***ATOD and On-Campus School Discipline Issues***

*WEB* leaders had discussed drug issues with their assigned students. “They mention it at the end of the orientation because there are people who do that in the portable rooms.” Some students also mentioned that it was helpful to have a *WEB* leader to talk to about drug and alcohol issues that their family member was struggling with. “My *WEB* leader talked to me about how to help my dad stop buying the cigarettes by burying the tree. I buried it and the tree died.” “My cousin was addicted and actually went far and stole from a woman’s house for his drugs and was arrested and all. So I talked to my *WEB* leader and he helped me with ideas on how I could help my cousin. I could talk my cousin out

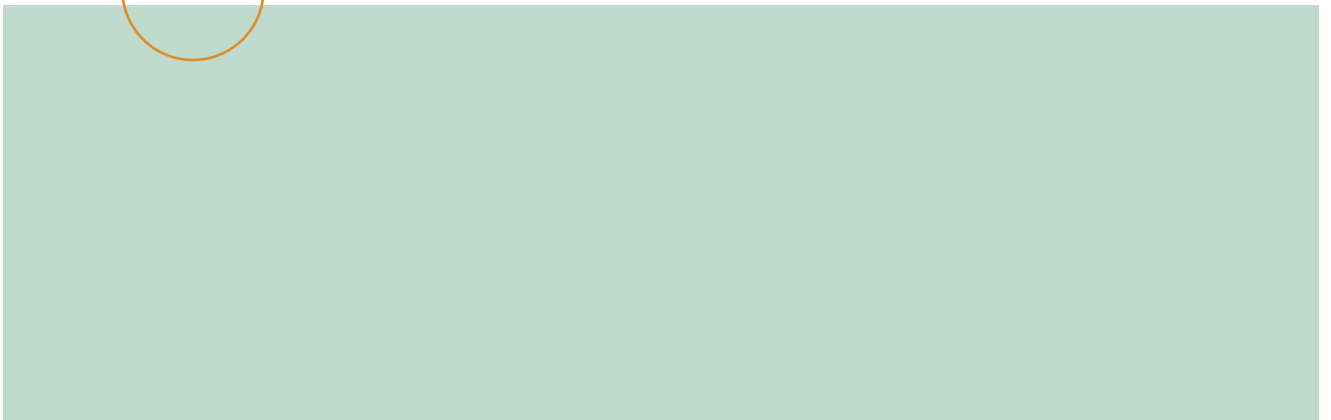
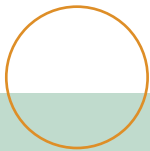
of it in the future; he is now taking guitar classes and has his mind off the drugs. He could pull himself out of it. So yes—my *WEB* leader helped.” Students mentioned that they were comfortable in bringing up ATOD issues with their *WEB* leader on account of the rapport shared and trust built over the course of time. “I would be comfortable talking to my *WEB* leader about a drug problem on campus. You know them and their personality. When you talk to an adult and they can’t really relate and they pressure you because they ask you all these questions about telling who that person was.” Students reported preferring to bring up student ATOD use with *WEB* leaders before bringing it to adults/teachers attention. “I would talk to a *WEB* leader only if I thought another student had a problem and couldn’t stop drugs. I will try to have a conversation with them and talk to their *WEB* leader about them first.” While students reported that bullying was common on the school premises, they preferred reporting it only if it was physical. “We have all the drama about girlfriend/boyfriend, there is rumors about the relationships and people beat up others for those rumors. Then there are comments about someone’s appearance, old shoes, bad clothes, height, weight. They think they are better than you, because you are ugly. It happens a lot. It happens around lockers, in the cafeteria, on the bus. If I get verbally bullied, then I don’t report. I report it only if it is a physical fight.”

### ***Suggestions for improvement***

Students participating in the *WEB* program expressed overall satisfaction with it. They had some excellent suggestions for continuous improvement of the program. “Schools need to choose *WEB* leaders by behaviors and grades. I saw a *WEB* leader bullying someone once. *WEB* leaders should be evaluated and if they are not good, then they should be replaced. We should be able to recommend who the *WEB* leaders should be.” It was suggested that *WEB* leadership could be opened to some 7<sup>th</sup> graders who are good students and might be able to perform as well as eighth graders. A few personality traits were thought to make *WEB* leaders more successful. “*WEB* leaders should be welcoming, enthusiastic and not lethargic. We want them to be awesome and cool.” It was further suggested that the school could get more creative with how students are assigned to groups so they get to know other *WEB* leaders besides the ones they were assigned to.

# PBS

## Positive Behavior Support



## **Student Perceptions about PBS Program**

Eight fifth grade students representative of the diversity of the school were selected from Homosassa Elementary and participated in a focus group to discuss the *PBS* program. The *PBS* program operates as “*DIVE*: Dependable, In control, Value and respect others, Excellent attitudes” at Homosassa Elementary. Presented below is the summary of focus group discussion about meaning, perceptions, benefits and improvements suggested for the *PBS* program by students.

### **Meaning of *PBS***

The student’s initial impression of the *DIVE* program was that it was about swimming. They were later introduced to it at the school assembly where the acronym for *DIVE* was explained. Students also reported that the school advertised *DIVE* through its Dolphin Newspaper, Dolphin News Network, flyers and signs and murals in hallways. Students commented that they learned the acronym because “we also see and say a *DIVE* pledge when it comes on the Dolphin News Network every morning.” Students described the *DIVE* program as an incentive program. “We get Dolphin dollars for all good behaviors that make a *DIVE* pledge, when we are showing that we are dependable, in control, value and respect others, and have excellent attitude. We can then use these Dolphin dollars in the Dolphin depot to get supplies—pencils, stationery, T-shirts, snacks , games and presents for family and stuff like that.” Students also mentioned that not behaving in compliance with the *DIVE* pledge resulted in the school taking away some privileges such as the Safety Patrol belt.

### **Perceptions about *PBS***

Students commented that their parents know about Dolphin dollars and “How we are encouraged for good behaviors, but that not all parents know about the *DIVE* program. It’s a program at school where by following directions and rules we earn rewards, like keep hands and feet to yourself. We have a song in the back of our planner that mentions the golden rule.” Students thought that they were in control of their actions because of the rewards they get for it. They often told their family that this was the reason why their school was organized. The participating students shared that students strived to earn Dolphin dollars so that they could buy tickets to a “Splash party” at school where they could hang out with friends and play games. The Dolphin dollars were also often used by students for a lunch/breakfast opportunity with school teachers, the principal, and the vice-principal. Students really liked the idea that anyone in the school—not just teachers but even the janitors—could give them Dolphin dollars for good behavior. “You have to earn it and can’t just ask for it, but even if you help with picking trash, cleaning tables and such, you have an opportunity to earn dolphin dollars.” The teachers and students and everyone like the *DIVE* program. “It is like a three way chain, school board gives teachers the dollars and they reward us with them so it’s good for everyone.”

### **Benefits of *PBS***

Students reported that having a structured set of rules has given them guidance for what behaviors teachers are looking for: “Earlier, when they said follow rules, we didn’t have any idea on what to follow, now we have *DIVE*. That way all teachers are expecting us to follow *DIVE*—that is the rule.” If *DIVE* was not around, students said there would not be any incentive to behave well. “It is fun to behave well, when you know you can do stuff with your dollars.” Some students said they had changed as a result of *DIVE*. “I used to have a bad attitude and tease everybody, but now I am better because I want to earn the dollars and have fun. You get something in return for being good.”

### **ATOD and On-Campus School Discipline Issues**

When asked if students felt comfortable in talking about drug, smoking and alcohol with an adult at school, students recalled many such activities initiated by the school to help students in the beginning of

the year where an officer came and had an activity called FOCUS (Filtering Out Crime United With Students). Some other activities were red ribbon week, Tacky Tuesday and Whacky Wednesday when students can wear weird clothes like socks of different colors to assert “I say no to drugs”. Students thought that drugs and alcohol were more of a problem in middle school and not a problem in elementary school, but if drug behaviors were seen on campus, students were comfortable reporting it. Students also had a clear understanding what bully behaviors are—“They push you, say mean things, make fun of people, spread rumors.” The students said that their response to bullying at school was to tell an adult (teacher, principal, others) or to run away. Dolphin dollars are also taken away. Students felt that Dolphin dollars have helped keep students in control.

### **Suggested Improvements**

The students’ general impression of the *PBS (DIVE)* program was very positive. One good suggestion was asking students to earn dollars and donate them to a charitable cause such as leukemia, so that they learn the value of giving besides earning it all the time. It was hoped that teachers would also show the same *DIVE* values in their behavior; for example, have a cool attitude and be dependable by not being partial to one class or other, and have patience and a good attitude with children. A change that was reiterated between 2008-09 and 2009-10 was to request that their school give more dolphin dollars in exchange for good behavior. It was also suggested that the hours of the Dolphin store be extended so that the safety patrol could access it after their duty hours.



## Evaluation Results

The CCSB had nine program objectives for the Safe and Drug-free Schools program in 2009-10. Two of these objectives were to reduce the discipline incidents in CCSB schools implementing *Link Crew* and *WEB* program. The discipline incident results are summarized in Table 13 below:

**Table 14: Discipline Incidents in 6<sup>th</sup> and 9<sup>th</sup> Grade Students, 2007-2010**

Citrus County Public Schools	2007 to 2008	2008 to 2009	2009 to 2010	% change between 2007-08 & 2008-09	% change between 2008-09 & 2009-10	Average change between 2007-08 & 2009-10
<b>Middle School</b>						
Grade 6 Only: District Wide Total Number of All Discipline Incidents	1,270	1,534	1,773	21%	16%	18%
Citrus Springs Middle	231	305	333	32%	9%	21%
Crystal River Middle	339	463	607	37%	31%	34%
Inverness Middle	498	542	592	9%	9%	9%
Lecanto Middle	202	224	241	11%	8%	9%
<b>High School</b>						
Grade 9 Only: District Wide Total Number of All Discipline Incidents	3,655	3,277	3,187	-10%	-3%	-7%
Citrus High	713	599	591	-16%	-1%	-9%
Crystal River High	1639	1678	1864	2%	11%	7%
Lecanto High	1303	1000	732	-23%	-27%	-25%

The first objective was that by June 1, 2010, of those 9<sup>th</sup> grade students who participated in the *Link Crew* program, at least 10% will show a decrease in the number of discipline incidents. As seen above, while there was a 10% decrease in 2007-08, the pace of this reduction slowed in 2009-10 with a 3% decrease in discipline incidents in grade 9 (from 3,277 incidents in school year 2008-09 to 3,187 in 2009-10). As can be seen above, the most reduction was observed at Lecanto High School.

The second objective of training one new leader in the *Link Crew* program was achieved by training an individual at Citrus High School by June 1, 2010.

The third objective was that by June 1, 2010, there will be at least one focus group conducted in the *Link Crew* program. The findings from this focus group are described earlier in this report. The students seem to greatly benefit from the *Link Crew* program and think of *Link* leaders as trustworthy, peer-role models. The program has been meeting students' expectations for two consistent years with many 9<sup>th</sup> graders aspiring to become *Link* leaders when they become eligible in higher grades.

The fourth objective was for a 10% decrease in the number of discipline incidents for 6<sup>th</sup> grade students who participated in the *WEB* program. While the number of discipline incidents in Citrus County middle schools have increased, the pace has slowed down as can be seen in Table 13 above: between 2007-08 to 2008-09 there was an increase of 21% and between 2008-09 to 2009-10 there was an increase of 16%. Although the goal has not been met, a slight trend showing a decrease in the rate at which incidents were occurring suggests the need for continuing the program and looking into other variables to assess why the incidents are still high.

The fifth objective was to conduct at least one focus group in the *WEB* program by June 1, 2010. This was conducted at Citrus Springs Middle School. The students have reported high satisfaction with the program. Since each student had been assigned to a *WEB* leader, the students had an opportunity to

develop a relationship based on trust and friendship. The students have reported going to the *WEB* leaders for ATOD issues in addition to the academic adjustment and transition issues faced by new middle school students.

The sixth objective was to have at least one new leader trained in the *WEB* program facilitation. Inverness Middle School was this school for 2009-10 program years.

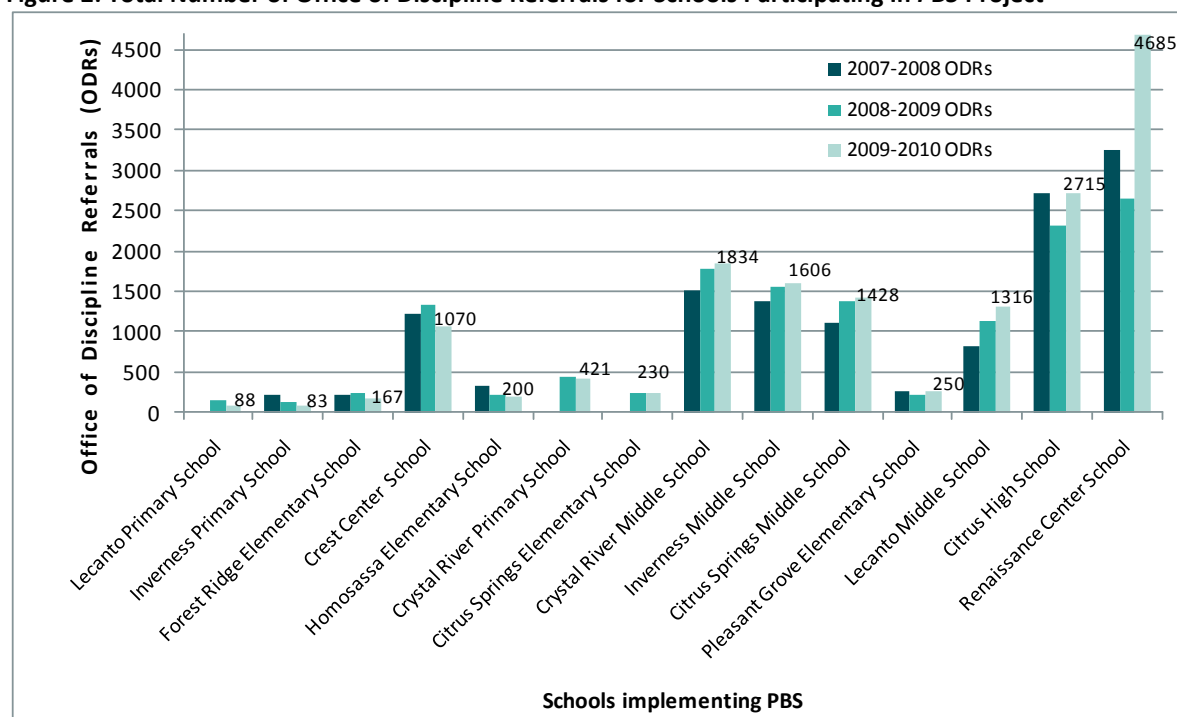
The seventh objective was that by June 1, 2010, of those grade K–12 students who participated in the *PBS* program at participating schools, at least 8% will show a decrease in the number of Office of Discipline Referrals. Fourteen schools in Citrus County participated in the *PBS* program. A discipline referral rate for each school is illustrated below (Table 14).

**Table 15: Total Number of Office of Discipline Referrals (ODR) For Schools Participating In *PBS* Project**

Name of School	2007-2008 ODRs	2008-2009 ODRs	2009-2010 ODRs	% change between 2007- 08 and 2008-09	% change between 2008-09 and 2009-10
Citrus Springs Middle	1117	1366	1428	22.29	5%
Inverness Middle	1386	1546	1606	11.54	4%
Lecanto Middle	822	1123	1316	36.62	17%
Forest Ridge Elementary	218	229	167	5.046	-27%
Inverness Primary	222	125	83	-43.69	-34%
CREST	1227	1330	1070	8.394	-20%
Renaissance Center	3256	2659	4685	-18.34	76%
<b>New Schools added 2007-08</b>					
Pleasant Grove Elementary	269	219	250	-18.59	14%
Citrus High School	2716	2314	2715	-14.8	17%
Homosassa Elementary	315	216	200	-31.43	-7%
Crystal River Middle	1520	1774	1834	16.71	3%
<b>New Schools added 2008-09</b>					
Lecanto Primary	(not available)	146	88*	(not applicable)	-40%
Crystal River Primary	(not available)	427	421	(not applicable)	-1%
<b>New Schools added 2009-10</b>					
Citrus Springs Elementary	(not available)	232	230	(not applicable)	-1%
<b>District Total of All Participating Schools</b>	<b>13,068 11 schools</b>	<b>13,474 13 schools</b>	<b>16,521 14 Schools</b>		

Source: Florida's Positive Behavior Support Project; Citrus County School District, 2008-09. \* Lecanto Primary data revised on 7/27/2010

As seen in Figure 2 below, schools showing the highest decrease in percentage change are arranged left to right— Lecanto Primary 40% decrease, Inverness Primary 34% decrease; Forest Ridge Elementary School 27% decrease, CREST 20% decrease, Homosassa Elementary 7% decrease, Citrus Springs Elementary School and Crystal River Primary each showing a 1% decrease between 2008-09 and 2009-10. Thus, 7 out of 14 schools met the goal in 2009-10, a success rate of 50%. It is noteworthy that while in year 2008-09, five schools (38%) schools had met the objective, in 2009-10 seven schools met the objective (50%) indicating improvement.

**Figure 2: Total Number of Office of Discipline Referrals for Schools Participating In PBS Project**

Source: PBS evaluation System, Florida's Positive Behavior Support Project; Citrus County School District, 2007-2010

It is also interesting to note that the two middle schools, Citrus Springs Middle School and Crystal River Middle School, which show an increase in ODRs have reported a decline in their discipline incident rates (Table 15). A plausible explanation is that though there was a lower rate of discipline incidents, a heightened surveillance on account of PBS implementation resulted in more students being referred to the Office of Discipline at these schools.

**Table 16: Discipline Incidents in Middle and High School Students, 2007-2010**

Citrus County Public Schools	2007-08	2008-09	2009-10	% change between 2007-08 & 2008-09	% change between 2008-09 & 2009-10	Average change between 2007-08 & 2009-10
<b>Middle School</b>						
Grade 6-8 District wide total	4555	5658	5609	24%	-1%	12%
Citrus Springs Middle School	953	1265	1011	33%	-20%	6%
Crystal River Middle School	1516	1915	1752	26%	-9%	9%
Inverness Middle School	1216	1559	1841	28%	18%	23%
Lecanto Middle School	870	919	1005	6%	9%	7%
<b>High School</b>						
Grade 9-12: District wide total	8749	9816	11306	12%	15%	14%
Citrus High School	2646	2181	2266	-18%	4%	-7%
Crystal River High School	3183	5027	6324	58%	26%	42%
Lecanto High School	2920	2608	2716	-11%	4%	-3%

The eighth objective of adding at least one new school to the PBS program was achieved by adding Citrus Springs Elementary to the PBS program.

The final objective was to conduct at least one focus group at a school with the *PBS* program. The focus group was conducted at Homosassa Elementary school. The students commented that since the initiation of *PBS*, students have fun meeting the behavioral goals as set by the program goal as they are incentivized by the Dolphin dollar program. In addition, students appreciate the fact that the set of expectations and rules are clearly stated and thus easier to follow. During the focus group, students have expressed a high motivation to practice behaviors that will aid in making their school campus safe learning environment as a result of the recognition and awards received for their good attitudes and behaviors.

## Recommendations

2009-10 is the last year for the Safe and Drug-free Schools program grant in Citrus County. The data presented thus far in this report suggest that Citrus County is making steady progress towards reducing the discipline-related incidents in its schools by facilitating quality program implementation in the form of *Link Crew*, *WEB* and *PBS*. Citrus County Public School District has successfully implemented the SDFS program in its schools, trained new instructors and added new schools under the SDFS program keeping in line the best interests of its students. While the improvements are steady, because the county has far more ATOD risk behavior prevalence rates than state and national norms, continued intervention will be key to sustain the momentum gained through the SDFS program grant. The steady decline seen in ATOD rates in the Florida Youth Substance Abuse Survey 2008 will be difficult to maintain if programs that are driving such a positive trend are stopped short. Thus the impact of the end of the SDFS grant remains to be seen.

Based on the program outcomes and evaluation results, following recommendations are suggested:

### *Recommendation 1*

Citrus County School Board and its Safe and Drug-free Schools program have made significant strides. However, different schools implement the program in different ways. It would be helpful if schools have a forum where they can receive feedback on practices implemented at each school. This will also help CCSB to document best practices for the district and share learned lessons with schools and in turn will conserve resources by replicating successful program components and doing away with others.

### *Recommendation 2*

Overall evaluation efforts should not just focus on discipline data as an outcome measure but also on documenting some of the other risk and protective factors identified by FYSAS. Baseline information from the FYSAS 2008 Citrus County report can be used in addition to attendance rates, academic measures such as grades, and discipline incident and referral rates.

### *Recommendation 3*

Citrus County schools have established an excellent foundation of trust and have built the capacity of its system by training students as peer-mentors. The teachers, students and families should work together and build upon the success of the SDFS program to bring about policy and systemic level changes that mitigate ATOD behaviors in Citrus County middle and high school students.

### *Recommendation 4*

It would be helpful for the district to set up a database that can track each student throughout their middle and high school years using the student identification number to assess the increase in attendance, decrease in discipline referrals and improvement in academic performance at participating schools. It might help teachers with early identification of problem behaviors in students.

### *Recommendation 5*

As indicated by the focus groups, *WEB*, *Link Crew* and *PBS* are valuable additions to the schools' support system and widely welcomed by the benefiting students. This success should help the district in securing additional funding to sustain these effective programs.

### *Recommendation 6*

The schools differed widely on their discipline referral rates and the nature of discipline incidents. Schools should be tiered according to their discipline/incident rates and other risk behaviors as

identified in FYSAS. Targeted interventions addressing schools with higher rates will enhance benefits and outcomes in these schools. Schools showing an increase in ODRs should receive continuous coaching from CCSB to continue to monitor and apply timely interventions.

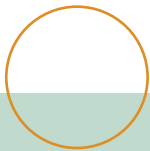
#### *Recommendation 7*

To increase parental awareness of *Link Crew*, *WEB* and *PBS* programs—a brochure/informative sheet can be sent to incoming 6<sup>th</sup> and 9<sup>th</sup> grade students or a phone call can be made before the start of the school year. The teachers and faculty should be more proactive and actively refer students to *Link Crew* and *WEB* leaders for mentorship all year round. The programs need to plan a few activities on a year-round basis and check on the students' needs as the semester progresses. An exit survey of *Link/WEB* leaders may yield perspectives on perceived hurdles and suggestions to improve the program in the schools for future years.

#### *Recommendation 8*

It is highly recommended that Citrus County undertake a school district-wide “needs and resource assessment”. A comprehensive assessment will provide the district with a competitive edge in applying to grant opportunities by helping to demonstrate the basis for their plan when they request participation or financial assistance from government agencies, corporations, foundations or other potential supporters. A resource assessment will enable CCSB to pool community resources. It can also serve as a tool for reenergizing the school system by providing them with measurable milestones for success. Raising awareness by disseminating assessment results will also help to bring the priority issues to the community and media attention, thereby garnering local support.

# Appendix





## Appendix A: SESIR Incidents and Resultant Disciplinary Actions Report by School, 2008-2009

Name of School	Incident by Disciplinary/Referral Action	Alternative Placement	In-School Suspension	Out-Of-School Suspension	Expelled with No Continuing Ed. Svs.	Expelled with Continuing Ed Svs.	Total
Forest Ridge Elementary School	Fighting		1	10			11
	Tobacco			2			2
Citrus High School	Battery			1	2		3
	Drug Sale/Distribution				1	2	3
	Drug Use/Possession			8		1	9
	Fighting		4	34	2		40
	Larceny/Theft		1	1			2
	Sexual Harassment		1	2			3
	Tobacco		6	1			7
Inverness Primary School	Fighting			2			2
Central Ridge Elementary School	Fighting			1			1
Inverness Middle School	Drug Use/Possession					1	1
	Fighting		7	59			66
	Sexual Harassment		1				1
	Sexual Offenses (Other)			2			2
	Tobacco		2	1			3
Crystal River Middle School	Bullying/Harassment		9	8			17
	Drug Sale/Distribution			1	1	1	3
	Drug Use/Possession			1	1	4	6
	Fighting		8	36	1		45
	Sexual Harassment			3			3
	Tobacco		2	11			13
Crystal River Primary School	Fighting		1	3			4
Lecanto Primary School	Fighting		2				2
Lecanto Middle School	Alcohol			3		1	4
	Bullying/Harassment		2	1			3
	Drug Use/Possession			1			1
	Fighting		11	13			24
	Tobacco		2	2			4
	Weapons Possession			2			2
Citrus Springs Elementary School	Bullying/Harassment			2			2
	Fighting		1	3			4
	Sexual Harassment			2			2

## Appendix A Continued: SESIR Incidents and Resultant Disciplinary Actions Report by School, 2008-2009

Name of School	Incident by Disciplinary/Referral Action	Alternative Placement	In-School Suspension	Out-Of-School Suspension	Expelled with No Continuing Ed. Svs.	Expelled with Continuing Ed Svs.	Total
Crystal River High School	Alcohol			1			1
	Drug Use/Possession			5		1	6
	Fighting		3	39			42
	Other major			1			1
	Sexual Harassment			1			1
	Tobacco		3	37			40
	Vandalism			1			1
	Weapons Possession			1			1
Lecanto High School	Alcohol			4			4
	Drug Sale/Distribution			7	3	5	15
	Drug Use/Possession			7	1	2	10
	Fighting		5	38			43
	Larceny/Theft			1			1
	Sexual Offenses (Other)			1			1
	Tobacco		5	17			22
	Trespassing			1			1
	Vandalism		1				1
	Weapons Possession			1			1
Citrus Springs Middle School	Alcohol			1			1
	Battery		1	1			2
	Bullying/Harassment		2	2			4
	Drug Sale/Distribution				1	1	2
	Drug Use/Possession			2		1	3
	Fighting		3	7			10
	Sexual Harassment			2			2
	Tobacco		13	1			14
	Weapons Possession	1					1
Citrus County Renaissance Center	Alcohol			1			1
	Arson		2				2
	Drug Sale/Distribution			1		3	4
	Drug Use/Possession		1	5	3	2	11
	Fighting			5	1		6
	Larceny/Theft			2			2
	Tobacco		3	4			7
	Vandalism			4			4

Source: Citrus County Public Schools, Florida Department of Education, SESIR Incident By Disciplinary/ Referral Action: 2008-09.

**Appendix B: School Coordinator Satisfaction Survey**

Would you help us evaluate the '*WEB*' or '*Link Crew*' Programs at your school...

This web-based survey is part of an ongoing evaluation of the Safe and Drug Free Schools (SDFS) program in Citrus County Schools. As you know '*WEB*' and '*Link Crew*' programs are funded through SDFS grant. As a faculty invested in the future of students and the school's *WEB/Link Crew* Coordinator, we would appreciate your insight on the performance of the SDFS program in Citrus County. Please select the best answer to each of the questions below.

The completion of this survey takes less than 5 minutes. All responses are anonymous. Thank you for sharing your valuable insights!

1. What is the name of your school? (Select one)
  - ☐ Citrus Springs Middle School
  - ☐ Crystal River Middle School
  - ☐ Inverness Middle School
  - ☐ Lecanto Middle School
  - ☐ Citrus High School
  - ☐ Crystal River High School
  - ☐ Lecanto High School
2. Which of the following Safe and Drug Free Schools program is offered at your school? (Select one)
  - ☐ *WEB* (Where Everybody Belongs: middle school transition program)
  - ☐ The *Link Crew* (high school transition program)
  - ☐ Not sure
3. How many instructors have completed *WEB/Link Crew* training in the 2009-2010 school years at your school? (enter a number between 0-10 below)  
\_\_\_\_\_
4. How many instructors had completed *WEB/Link Crew* training in the 2008-2009 school years at your school? (enter a number between 0-10 below)  
\_\_\_\_\_
5. I feel that the *WEB/Link Crew* program funded through the Safe and Drug Free Schools grant received by Citrus County Public School District was beneficial for our students.
  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Neither
  - ☐ Disagree
  - ☐ Strongly Disagree
6. Please enter additional suggestions/ comments in the box below.  
\_\_\_\_\_



**Appendix D: Focus Group Facilitation and Question Guide**

Hello and welcome to our focus group discussion. My name is \_\_\_\_\_ and I work with WellFlorida Council. The Council is a group out of Gainesville that is working with the Citrus County School Board here in Citrus County. The Safe and Drug Free Schools program provides the *Link Crew/WEB/PBS* program, which you have in your school. We are working on a report that will show any changes that *Link Crew/WEB/PBS* has brought to your school. It is very important that you participate, because what you say will help us better understand *Link Crew/WEB/PBS*'s role at the school. The information you give us will be an important part of the final report. Are there any questions about the Council or the project we are doing?

I will be taking notes today to help make the written report of our talk. All of you were asked to be here because you have participated in *Link Crew/WEB/PBS* either currently or in the past. You are not here because you are in trouble. We want to know what you think about the program, how you use it, and any problems that students may have with the program. There is no right or wrong answers to any of the questions I am going to ask, and it is ok to disagree with someone else's ideas. Please feel free to tell me what you think. As a group rule, please do not repeat what we talk about today outside this room. It is important that we trust each other because we want you to feel comfortable talking. The only other rule that I need you to follow is to speak only one person at a time. We don't want to miss anything anyone says, so it is important to not talk over one another or break into separate conversations. Are there any questions about the focus group or what we are going to do today?

I have some questions, but they are only to help make sure we cover all of the ideas. I will use them to get us started and to keep our talk going, but you can talk about other things that you might think of along the way. Please feel free to share whatever you think is important for me to understand about *Link Crew/WEB/PBS* at your school. Are there any other questions?

Okay, let's get started. As a way of warming up, I would like to ask each of to change your name to be someone who is your favorite character/person. If you could be anyone you wanted to be, what would you choose? Everyone will call you by that name during this discussion.

1. When you hear *Link Crew/WEB/PBS* what comes to mind?
2. How familiar were you with *Link Crew/WEB/PBS* before you began high school?
3. What would you tell a friend or a family member about the *Link Crew/WEB/PBS* program at school?
4. What are some reasons why you would go to the *Link Crew/WEB/PBS* leader? What are some topics you would discuss with your *Crew* leader or *Crew* members?
5. What do your friends say about the *Link Crew/WEB/PBS* program? What do your teachers say? Family?
6. Do you think the *Link Crew/WEB/PBS* program makes a difference at your school? Why or Why Not?
7. How has the *Link Crew/WEB/PBS* program helped you personally? A friend?
8. Have you discussed alcohol use with your *Link Crew/WEB/PBS* leader or *Crew* members? How comfortable are you talking about alcohol use with your leader or *Crew* members?
9. Have you ever discussed smoking or using tobacco with your *Link Crew/WEB/PBS* leader or *Crew* members? How comfortable are you talking about smoking or using tobacco with your *Link Crew/WEB/PBS* leader or *Crew* members?
10. Can you describe what a "bully" is? Have you ever discussed "bullying" with your *Link Crew/WEB/PBS* leader or *Crew* members?
11. What is frustrating about the *Link Crew/WEB/PBS* program at your school?
12. What advice can you give us to improve the *Link Crew/WEB/PBS* program at your school?
13. Do you have any additional comments, questions, or concerns?