

Safe and Drug-Free Schools and Communities Act
ANNUAL LEA PROGRESS REPORT FOR 2001-2002

SCHOOL DIVISION(S):

MAILING ADDRESS

CITY/STATE:	ZIP:
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TELEPHONE No.:	FAX No.:
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Division Superintendent Name:

SDFSCA Contact Person:

Signature

Signature:

Date Submitted:

Please return the original and one (1) copy no later than October 25, 2002 to:
Arlene D. Cundiff
Office of Compensatory Programs
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Authorization for Conducting Survey

Section 4117 of the Safe and Drug-Free Schools and Communities Act (SDFSCA) requires the collection of certain information about State and local implementation of SDFSCA. States are required to submit information on state and local programs conducted with assistance furnished through SDFSCA. Information from school divisions is required for inclusion in Virginia's report to the United States Department of Education.

GENERAL INSTRUCTIONS

1. The time period covered by this report is July 1, 2001 to June 30, 2002 (for FY 2001 SDFSCA funding).
2. Please complete the entire form. Do not leave spaces blank.

Indicate information that is not available or not applicable by using the following abbreviations:

MD = missing data NA = not applicable If a response is "0" or "None," enter "0" or "None."

3. Please retain a copy of the completed form and any attachments for your files. This will be helpful in the event we need to clarify information.
4. Before responding, please be sure to review the definitions and abbreviations used in this report form. See Attachment A: Glossary of Terms.
5. If you have any questions about completion of this form, please call Arlene Cundiff at (804) 225-2871.

I. PREVENTION SERVICES

Circle One

- A.1.** Did your school division provide drug prevention activities using SDFSCA funding? YES NO
- A.2.** Did your school division provide violence prevention activities using SDFSCA funding? YES NO

For Questions B.1. Through D.2. -- Please Note the Definitions Being Used for Purposes of this Report.

ELEMENTARY SCHOOL: A school classified as elementary by state or local practice and composed of any span of grades not above Grade 6. Combined elementary/junior high schools are considered junior high schools and combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools for this report.

JUNIOR HIGH SCHOOL: A separately organized and administered school intermediate between elementary and senior high schools, which might also be called a middle school, usually includes Grades 7, 8, and 9; Grades 7 and 8, or Grades 6, 7, and 8. Combined elementary/junior high schools are considered junior high schools for this report; junior/senior high school combinations are defined as senior high schools.

SENIOR HIGH SCHOOL: A school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12. Combined junior and senior high schools are classified as high schools for this report; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools.

- B.1.** How many elementary schools in your school division provided prevention services to students? Please count only those schools at which these services were funded in whole or in part by SDFSCA.

Number of public elementary **schools**

- B.2.** Of the **students** enrolled in these schools during the 2001-2002 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of elementary **students**

C.1. How many middle/junior high schools in your school division provided prevention services to students? Please count only those schools at which these services were funded in whole or in part by SDFSCA.

Number of public middle/junior high **schools**

C.2. Of the **students** enrolled in these schools during the 2001-2002 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of middle/junior high **students**

D.1. How many senior high schools in your school division provided prevention services to students? Please count only those schools at which these services were funded in whole or in part by SDFSCA.

Number of public senior high **schools**

D.2. Of the **students** enrolled in these schools during the 2001-2002 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of senior high school **students**

E.1. Below is a list of services that your school division might have provided as part of its SDFSCA program. Please indicate which services were provided as a part of your school division's SDFSCA program during the 2001-2002 school year. Services reported here should have been supported in part or in total by SDFSCA funds. The definition of each of the services is provided in the accompanying glossary.

SERVICE	Check if provided
a. Teacher/staff training	<input type="checkbox"/>
b. Drug (including tobacco and alcohol) prevention instruction	<input type="checkbox"/>
c. Violence prevention instruction	<input type="checkbox"/>
d. Curriculum development or acquisition	<input type="checkbox"/>
e. Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)	<input type="checkbox"/>
f. Alternative education programs	<input type="checkbox"/>
g. Parent education/involvement	<input type="checkbox"/>
h. After-school or before-school programs	<input type="checkbox"/>
i. Community service projects	<input type="checkbox"/>
j. Services for out-of-school youth	<input type="checkbox"/>
k. Special, one-time events	<input type="checkbox"/>
l. Conflict resolution	<input type="checkbox"/>
m. Peer mediation	<input type="checkbox"/>
n. Security personnel	<input type="checkbox"/>
o. Security equipment	<input type="checkbox"/>
p. Other (Please specify) _____	<input type="checkbox"/>

E.2. Of the services listed above, which do you consider most and least important in creating Safe and Drug-Free Schools and Communities? **(Use letters to indicate selections)**

MOST IMPORTANT
 SECOND MOST IMPORTANT
 LEAST IMPORTANT

E.3. Question E.1. (on the previous page) asks about services which were supported by SDFSCA funds. In many localities, however, there are **comprehensive** programs which encompass both drug prevention and violence prevention efforts and which may be provided by other community agencies and organizations and may be funded by not only SDFSCA but also by other sources of funding.

In this question, we are interested in getting a more complete picture of what your school division, both independently and in collaboration with community agencies and organizations, is doing to address problems of youth substance abuse and violence. Please indicate which services are part of your comprehensive plan to address youth substance abuse and violence and whether the service is being provided by the school division or by a community agency or organization. In some cases, a service may be provided by both.

SERVICE	Check if provided
a. Teacher/staff training	<input type="checkbox"/>
b. Drug (including tobacco and alcohol) prevention instruction	<input type="checkbox"/>
c. Violence prevention instruction	<input type="checkbox"/>
d. Curriculum development or acquisition	<input type="checkbox"/>
e. Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)	<input type="checkbox"/>
f. Alternative education programs	<input type="checkbox"/>
g. Parent education/involvement	<input type="checkbox"/>
h. After-school or before-school programs	<input type="checkbox"/>
i. Community service projects	<input type="checkbox"/>
j. Services for out-of-school youth	<input type="checkbox"/>
k. Special, one-time events	<input type="checkbox"/>
l. Conflict resolution	<input type="checkbox"/>
m. Peer mediation	<input type="checkbox"/>
n. Security personnel	<input type="checkbox"/>
o. Security equipment	<input type="checkbox"/>
p. Other (Please specify) _____	<input type="checkbox"/>

4. In addition to your SDFSCA funds, please indicate the primary types of funding being used to support your community's comprehensive substance abuse and violence prevention efforts.

- School division general funds
- Truancy/dropout prevention (YES) funds
- Delinquency Prevention
- Other Please specify _____

F.1. Please indicate the types of community agencies and organizations which were involved in your school division's SDFSCA-funded drug and violence prevention activities in 2001-2002.

<u>AGENCY/ORGANIZATION/RESOURCE</u>	<u>Check if provided</u>
a. Law enforcement	<input type="checkbox"/>
i. DARE Officer	<input type="checkbox"/>
ii. CLASS ACTION: Teens and the Law	<input type="checkbox"/>
iii. School Resource Officer (Not security personnel. Key difference: school resource officers have authority to arrest and are sworn law enforcement officers)	<input type="checkbox"/>
b. Mental health/substance abuse services	<input type="checkbox"/>
c. Social services or juvenile probation	<input type="checkbox"/>
d. Parent or citizen groups (PTA, Prevention Federations, Kiwanis, etc.)	<input type="checkbox"/>
e. Faith community	<input type="checkbox"/>
f. No community agencies or organizations were involved	<input type="checkbox"/>
g. Other (Please specify) _____	<input type="checkbox"/>

F.2. Please indicate the types of community involvement which occurred in SDFSCA-funded drug and violence prevention activities in 2001-2002.

TYPE OF COMMUNITY INVOLVEMENT

Check if the activity occurred

- a. Joint service delivery, including referrals
- b. Teacher/Staff training
- c. Public awareness activities
- d. Fund raising
- e. Other (Please specify) _____

G.1. During the 2001-2002 school year, did students participate in the designing or critiquing of drug or violence prevention programming? **YES** **NO**

G.1. Evaluation

- I. Using the table format below, list your school division's 2001-2002 SDFSCA goals and objectives. Then, for each goal and objective, identify the method used to measure achievement and describe the extent to which it has been achieved. If needed, make additional copies of this page.

Goals and Objectives (list each separately)	Methods used to Measure	Extent to which each goal and objective has been achieved

Goals and Objectives (list each separately)	Methods used to Measure	Extent to which each goal and objective has been achieved

I.1. During 2001-2002, were any drug or violence-related student surveys conducted in your school division?

YES NO

I.1.a. If yes, which survey instruments were used? Please check all that apply.

- Youth Risk Behavior Survey (YRBS)
- PRIDE Survey
- Communities that Care
- Search Institute Youth Survey
- American Drug Survey
- A locally-developed survey
- Other survey, please specify: _____

ASSESSMENT OF NEEDS

J. This section will help the Virginia Department of Education identify ways it can assist you in your drug and violence prevention efforts.

- For each of the topics listed in the table below, please indicate (using a v) your level of need for assistance. Check only one.
- Next, indicate the type of assistance you prefer v Publication, Training, and Technical Assistance. Check all that apply.

Topics	Priority Need	Moderate Need	Limited Need	Publication	Training	Technical Assistance
Example: Curricula, selection and use						
Advisory Committee-activities/revitalization						
Character education						
Conflict resolution programming						
Crisis planning and management						
Drug education-selection and implementing research-based curricula						
Drugs-Information on specific types: (List types you are interested in learning more about)						
Evaluation-methods and strategies						
Needs assessment-conducting a comprehensive needs assessment using objective data						
Prevention basics-terms, concepts, and what the research shows						
Program planning-establishing goals and objectives for results						
Student Assistance Program-implementation						
Student surveys						
Violence prevention-selecting and implementing research-based strategies						
Youth leadership development						
Other (please specify) _____						

This space has been provided to invite your written comments and recommendations regarding your own perspective of local needs. Please elaborate on how the Department of Education can best assist your efforts in promoting safe and drug-free schools in Virginia.

Safe and Drug-Free Schools and Communities Act
Addendum for those LEAs Receiving Additional High Need Allocation
FY 2001 (July 1, 2001 - June 30, 2002) Funding

Beginning with FY 1995, the reauthorized SDFSCA funding formula changed. The new funding formula reflected a 30 percent set-aside which was distributed to the 14 LEAs determined to have the “greatest need” for additional funds to carry out drug and violence prevention programs. Only those school divisions identified below are required to submit the next section of the progress report. The 14 LEAs are:

Accomack County
Brunswick County
Buckingham County
Cumberland County
Lunenburg County
Franklin City
Lynchburg City

Martinsville City
Norfolk City
Norton City
Petersburg City
Richmond City
Staunton City
Town of Colonial Beach

Please note the areas to be addressed on page A-2. Expand the number of pages and space needed to address each question appropriately.

Safe and Drug-Free Schools and Communities Act

ANNUAL LEA PROGRESS REPORT 2001-2002

Addendum for LEAs Who Received Additional High Need Allocation

Please respond to each of the following questions:

1. How has the additional allocation allowed you to address alcohol, tobacco, other drugs, school safety and violence prevention?
2. How was the decision made about how the funds would be used?
3. Describe how the additional allocation supports your Safe and Drug-Free Schools and Communities goals and objectives.
4. What method of evaluation was/is being used to determine the benefit/impact of the additional funds?
5. How will your program be impacted when these funds are no longer available?

ATTACHMENT A: GLOSSARY OF TERMS

The following information is included in order to clarify the meaning of abbreviations and other terms used in this report form.

After-school program: Any program, conducted after regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, or artistic in nature.

Alcohol/other drug-related offense: Any criminal offense specifically involving possession or use of alcohol or some other drug (e.g., public drunkenness, driving while impaired) or any crime committed while using alcohol or some other drug.

Alternative education program: Any program for students who are not succeeding in the regular school environment, such as students who are at risk of dropping out, students who have been expelled from their regular classes, students who are undergoing outpatient treatment for drug use, etc.

Before-school program: Any program, conducted before regular school hours, that encourages drug/violence free lifestyles. Programs may be recreational, instructional, cultural, and/or artistic in nature.

Community service projects: Activities conducted by students for the benefit of the larger community that encourage students to lead drug/violence lifestyles or increase students' sense of community.

Conflict resolution program: Any program offering peer mediation, or conflict and anger management instruction to students.

Curriculum acquisition or development: Purchase of or local development of drug/violence prevention instructional materials for preschool through grade 12 students. It includes acquisition or development of books, workbooks, videotapes, software, and other learning resources.

Drug: When phrases such as 'drug use, "drug policies," "alcohol and other drugs (AOD)" are used, the terms are meant to include tobacco, alcohol, and other drugs.

Drug prevention activities: Programs and activities, including instruction, that are conducted for the purpose of preventing the use of tobacco, alcohol, or other drugs.

Drug prevention instruction: Instruction aimed at drug prevention that is presented in the classroom (e.g., a unit in a health or physical education class that teaches about tobacco, alcohol, or other drugs; drug prevention instruction that is infused into the general curriculum; or stand-alone program or curriculum such as Here's Looking at You 2000, DARE, Quest, or BABES).

Elementary school: A school classified as elementary by state or local practice and composed of any span of grades not above Grade 6. Combined elementary/junior high schools are considered junior high schools and combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools for this report.

Enrollment: The total number of students registered in a given school unit at a given time, often standardized by using the school's enrollment on or about October 1 of a given school year.

Junior high school: A separately organized and administered school intermediate between elementary and senior high schools, which might also be called a middle school, usually includes Grades 7, 8, and 9; Grades 7 and 8; or Grades 6, 7, and 8. Combined elementary/junior high schools are considered junior high schools for this report; junior/senior high school combinations are defined as senior high schools.

Local educational agency (LEA): (Also referred to as a school district) An educational agency at the local level that exists primarily to operate public schools or to contract for public school services.

Parent education/involvement: Direct participation of parents or guardians in drug or violence-prevention programs. Types of involvement include the receipt of drug and violence-related programming (education or training); assisting with drug and violence prevention-related instruction or activities in the schools (e.g., as instructors, aides, mentors, etc.); and serving on SDFSCA advisory councils.

Perpetrator: An individual, whether student or not, involved in committing a criminal incident. There may be more than one perpetrator involved in any single incident.

Prevention services: All alcohol and other drug and violence prevention education services, including drug prevention instruction, violence prevention instruction, prevention-related student support services (e.g., student assistance programs), and conflict resolution programs.

School grounds and property: For the purposes of this report, school grounds and property should include the school building and immediate grounds, school transportation (e.g., buses), stadiums/gymnasiums, and other facilities. Reporting of incidents on school grounds and property should cover 24 hours/day, not just incidents that occur during school hours. Additionally, an incident that occurs at a school sponsored event off campus is included in the reported statistics if a student is involved, whether as a victim or perpetrator.

School year: This period covers an entire 12-month year, July through June.

Security equipment: Any equipment for use in maintaining a drug/violence-free school environment, for example metal detectors, or beepers, cellular phones, and intercoms for security/school personnel.

Security personnel: Specially-trained personnel who ensure safety and security of a school building and its occupants.

Senior high school: A school offering the final years of school work necessary for graduation, usually including Grades 10, 11, and 12; or Grades 9, 10, 11, and 12. Combined junior and senior high schools are classified as high schools for this report; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools.

Services for out-of school youth: Drug/violence prevention projects, activities, or services for school-aged youth not currently enrolled in school, such as drop-outs, and youth in detention centers.

SDFSCA: The Safe and Drug-Free Schools and Communities Act. Prior to 1994, this was known as the Drug-Free Schools and Communities Act (DFSCA).

Special, one-time events: Drug/violence prevention-related activities that occur once during a school year (e.g., Red Ribbon Week, Project Graduation, special assemblies).

State educational agency (SEA): An educational agency at the state level that exists to provide support and administrative services to local education agencies (e.g., a state department of education).

Student support services: Programs, activities, and events that aim to prevent alcohol and other drug use. Examples include support groups, help lines, counseling services, and mentoring.

Teacher/staff training: Professional development, training, or technical assistance for teachers, certified personnel, or other staff that addresses drug or violence prevention, curriculum implementation, student support, comprehensive health education, early intervention, or rehabilitation referrals.

Violence prevention activities: Programs and activities, including instruction, which are conducted for the purpose of preventing violence.

Violence prevention instruction: Instruction that is presented in the classroom as part of a class or separate curriculum for the purposes of preventing violence.

Violence-related arrests: A subcategory of criminal arrests. It includes the following criminal arrests: homicide, sexual battery (includes rape), robbery, and battery.

Weapons: Any instrument or object possessed or used to inflict harm on another person, or to intimidate any person. Examples include firearms of any kind (operable or inoperable, loaded or unloaded); all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pencils, pens); nunchakus; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; explosives or propellants.

Weapons-related incident: Any criminal incident for which a weapon is present, even if possession of the weapon is not the most serious act.