

Safe and Drug-Free Schools and Communities Act

ANNUAL LEA PROGRESS REPORT FOR 2002-2003

SCHOOL DIVISION(S):
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MAILING ADDRESS:
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CITY/STATE:	ZIP:
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TELEPHONE NO.:	FAX NO.:
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DIVISION SUPERINTENDENT NAME:
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SDFSCA CONTACT PERSON:
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SIGNATURE:
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SIGNATURE:
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Date Submitted:
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Please return the original and one (1) copy no later than October 24, 2003 to:  
Arlene D. Cundiff, Coordinator  
Safe and Drug-Free Schools Program  
Office of Student Services  
Virginia Department of Education  
P. O. Box 2120

### **AUTHORIZATION FOR CONDUCTING SURVEY**

Section 4116 of the Safe and Drug-Free Schools and Communities Act of 2001 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, 2002 to June 30, 2003.

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 "A0" or "ANone," enter "A0" or "ANone."

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. Note: The Glossary does not need to be returned. Maintain a copy for your files.

5. If you have any questions about completion of this form, please call Arlene Cundiff at (804) 225-2871.

**I. PREVENTION SERVICES**

A.1. Did your school division provide drug prevention activities using SDFSCA funding? Circle One  
**YES**  
**NO**

A.2. Did your school division provide violence prevention activities using SDFSCA funding? Circle One  
**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 2002-2003 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 2002-2003 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 2002-2003 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 2002-2003 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	"
b. Drug (including tobacco and alcohol) prevention instruction	"
c. Violence prevention instruction	"
d. Curriculum development or acquisition	"
e. Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)	"
f. Alternative education programs	"
g. Parent education/involvement	"
h. After-school or before-school programs	"
i. Community service projects	"
j. Services for out-of-school youth	"
k. Special, one-time events	"
l. Conflict resolution	"
m. Peer mediation	"
n. Security personnel	"
o. Security equipment	"
p. Other (Please specify) _____	"

**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. COMPREHENSIVE K-12 DRUG AND VIOLENCE PREVENTION

Please report your local K-12 comprehensive drug and violence prevention program using the table format below. Report curricula, supplemental activities, and support services. Note: SDFSCA funds are intended to supplement local drug and violence prevention activities. A comprehensive local school division program provides drug and violence prevention at every grade level, K-12.

Grade Levels	Classroom-Based Curricula	Supplemental Activities	Support Services
<b>SAMPLES</b>			
1	Quest: Skills for Growing (a comprehensive health curriculum with strongly positive ratings for general information, awareness and resistance skills, and personal and social skills development)	Parent training: How to Raise a Drug-Free Child	Counseling Services
7	Life Skills Training	Peer Mediation Program	Student Assistance Program Services, School- and community -based intervention programs and services with indicated students.
9	Michigan Model for Comprehensive School Health	Peer Education Program; SADD; OP/G Program	Student Assistance Program Services; School- and community -based intervention programs and services with indicated students.
Kg.			
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**E.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
- " County/City general funds
- " State Grants. Please specify \_\_\_\_\_.
- " Federal Grants. Please specify \_\_\_\_\_.
- " 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 2002-2003.

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

**F.2.** Please indicate the types of community involvement which occurred in SDFSCA-funded drug and violence prevention activities in 2002-2003.

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>CHECK IF THE ACTIVITY OCCURRED</u>
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 2002-2003 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 2002-2003 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



I.1. During 2002-2003, 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.

K.

C For each of the topics listed in the table below, please indicate(using a **U**) your level of need for assistance. Check only one.

C Next, indicate the type of assistance you prefer **B** 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	<b>U</b>			<b>U</b>		<b>U</b>
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- comprehensive, 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 comment on how the Department of Education can best assist your efforts in promoting safe and drug-free schools in Virginia.

## 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, D.A.R.E., Quest, or BABES).

**Note:** The Glossary pages do not need to be returned. They have been provided for clarification purposes.

**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.

**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.