Safe and Drug-Free Schools and Communities Act
ANNUAL LEA PROGRESS REPORT FOR 2003-2004

SCHOOL DIVISION(S):

MAILING ADDRESS:

CITY/STATE:

ZIP:

TELEPHONE NO.:

FAX NO.:

DIVISION SUPERINTENDENT NAME:

SDFSCA CONTACT PERSON:

SIGNATURE:

SIGNATURE:

Date Submitted:

Please return the original and one (1) copy no later than **October 29, 2004**, to:
Arlene D. Cundiff, Coordinator
Safe and Drug-Free Schools Program
Office of Student Services
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

GENERAL INSTRUCTIONS

1. The time period covered by this report is July 1, 2003 to June 30, 2004.

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" "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. If you have any questions about completion of this form, please call Arlene Cundiff at (804) 225-2871 or Myra Shook at (804) 371-7586.

I. PREVENTION SERVICES

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

Circle One

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 2003-2004 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 2003-2004 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 2003-2004 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 2003-2004 school year and at what grade levels the services were provided. **Services reported here should have been supported in part or in total by SDFSCA funds**.

SERVICES	*Check if provided*		
	Elementary School	Middle School	High School
a. Age-appropriate and developmentally based activities that --	☐	☐	☐

- address the consequences of violence and the illegal use of drugs, as appropriate;
- promote a sense of individual responsibility;
- teach students that most people do not illegally use drugs;
- teach students to recognize social and peer pressure to use drugs illegally and the skills
- for resisting illegal drug use;
- teach students about the dangers of emerging drugs;
- engage students in the learning process; and
- incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.

	Elementary	Middle	High
b. Activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.	☐	☐	☐
c. Dissemination of drug and violence prevention information to schools and the community.	☐	☐	☐
d. Professional development and training for, and involvement of, school personnel, parents, and interested community members related to drug and violence prevention.	☐	☐	☐
e. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may involve gang activity prevention.	☐	☐	☐
f. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.	☐	☐	☐
g. Reporting criminal offenses committed on school property.	☐	☐	☐
h. Developing and implementing comprehensive school security plans or obtaining technical assistance for such plans.	☐	☐	☐
i. Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safely programs.	☐	☐	☐
j. Hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of SDFSCA youth drug and violence prevention activities.	☐	☐	☐
k. Expanded and improved school-based mental health services related to illegal drug use and violence by qualified school-based mental health service providers.	☐	☐	☐
l. Conflict resolution programs, including peer mediation programs and youth anti-crime and anti-drug councils and activities.	☐	☐	☐

		Elementary School	Middle School	High School
m.	Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from regular educational settings, including programs or services to assist students to make continued progress toward meeting the State's academic achievement standards and to reenter the regular education setting.	☐	☐	☐
n.	Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers.	☐	☐	☐
o.	Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.	☐	☐	☐
p.	Drug and violence prevention activities designed to reduce truancy.	☐	☐	☐
q.	Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance.	☐	☐	☐
r.	Consistent with the Fourth Amendment to the U.S. Constitution, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student, if the local educational agency elects to so test or inspect.	☐	☐	☐
s.	Emergency intervention services following traumatic crisis events that have disrupted the learning environment.	☐	☐	☐
t.	Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act, by a local school division to any public or private elementary school or secondary school.	☐	☐	☐
u.	Developing and implementing character education programs, as a component of drug and violence prevention programs.	☐	☐	☐
v.	Establishing and maintaining a school safety hotline.	☐	☐	☐
w.	Community service, including community service performed by expelled students, and service-learning projects.	☐	☐	☐
x.	Conducting a nationwide background check of local school division employees.	☐	☐	☐
y.	Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.	☐	☐	☐
z.	Programs that respond to the needs of students who are faced with domestic violence or child abuse.	☐	☐	☐
aa.	Evaluation of any SDFSCA activities and the collection of objective data used to assess program needs, program implementation, or program success in achieving goals and objectives.	☐	☐	☐

F.1.   Listed below are core requirements of SDFSCA. Please indicate the activities and approaches your school division used during 2003-2004 to comply with these requirements. **Activities and services reported here do not have to have been supported in part or in total by SDFSCA funds.**

<div align="right">Check if program complied
with requirements</div>

a. Needs assessment   ☐

   i. Was a youth survey conducted in 2003-04?   *Circle one*   Yes / No

   ii. If a youth survey was conducted, which survey was used? *Check all used*
   - ❏ 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   _____

   iii.   Needs assessment process included which of the following? *Check all used*
   - ❏ School division active collaboration with a community-based prevention needs assessment.
   - ❏ Analysis of local discipline, crime, and violence data for school safety planning.
   - ❏ Analysis of community risk and protective factors using social indicator data.

<div align="right">Check if program complied
with requirements</div>

b. Consultation with organizations   ☐

   i.   The school division's SDFSCA application was developed "through timely and meaningful consultation" with: *Check all that apply*
   - ❏ State and local government representatives,
   - ❏ Representatives of schools to be served (including private schools),
   - ❏ Teachers and other staff, parents, students, and community-based organizations, and
   - ❏ Others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

c. Parent consultation and input   ☐

Please list specific strategies used by the school division in 2003-2004 to include meaningful and ongoing consultation with and input from parents in the development the application <u>and</u> administration of the SDFSCA program or activity.

d. Programs based on scientifically-based research.   ☐
Please list each evidence-based program being implemented using SDFSCA funding.

e. Performance measures aimed at ensuring a safe, orderly, and drug-free learning   ☐
   environment were established. (Use additional sheet(s) when more space is required)

Specific performance measure(s) for 2003-2004 (expressed as goals)	Results to date

8

f. Periodic evaluation and use of results   ☐

Briefly describe the methods used to assess its progress toward reducing violence and illegal drug use in schools based on performance measures listed above in F.1.e.

Briefly describe how evaluation results were used to refine, improve, and strengthen the program, and to refine the performance measures.

g. Public reporting   ☐

Briefly describe how the school division notified the public of the availability of information about its assessment of progress toward reducing violence and illegal drug use.

h. Coordination with other prevention programs   ☐

Please describe how your plan for drug and violence prevention was coordinated with other Federal, State, and local programs for drug and violence prevention.

G. 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. **Please use the official, nationally-recognized name of evidence-based programs being implemented rather than locally-used names.**

Grade Levels	Classroom-Based Curricula	Supplemental Activities	Support Services
SAMPLES			
SAMPLE Grade 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
SAMPLE Grade 7	Life Skills Training	Peer Mediation Program	Student Assistance Program Services, School- and community-based intervention programs and services with indicated students.
SAMPLE Grade 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.			
1			
2			
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H.1. Please indicate the types of community agencies and organizations which were involved in your school division's <u>SDFSCA-funded</u> drug and violence prevention activities in 2003-2004.

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)	☐
iv. School Security Officer	☐
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)_____	☐

H.2. Please indicate the types of community involvement which occurred in SDFSCA-funded drug and violence prevention activities in 2003-2004.

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)_____	☐

H.3. During the 2003-2004 school year, did students participate in the designing or critiquing of drug or violence prevention programming? *Circle one:*

YES   NO

ASSESSMENT OF NEEDS

I.1 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 your level of need for assistance. Check <u>only one</u> of the three "Need" columns.
- Next, indicate the type of assistance you prefer: Publication, Training, and Technical Assistance. Check <u>all that apply</u>.

TOPICS	PRIORITY NEED	MODERATE NEED	LIMITED NEED	PUBLICATION	TRAINING	TECHNICAL ASSISTANCE
Example: Curricula, selection and use	✔			✔		✔
Character / citizenship education						
Community collaboration						
Conflict resolution/peer mediation 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						
Parent consultation / input strategies						
Prevention basics-terms, concepts, and what the research shows						
Program planning-establishing goals and objectives for results						
School safety assessment and planning						
Student Assistance Program-implementation						
Student surveys						
Violence prevention-selecting and implementing research-based strategies						
Youth leadership development						
Other (please specify)						
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.