

**Virginia Department of Education
Annual Safe and Drug-Free Schools and Communities Act
Progress Report Form, 2008-2009
Data Collection Instructions**

Authorization For Collecting This Information

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 supplemented with SDFSCA funds. Information from school divisions is required for inclusion in Virginia's report to the United States Department of Education. The survey must be completed by State Operated Programs (SOPs), and school divisions that received Title IV, Part A funds in 2008-2009.

Time Period

The time period covered by this report is July 1, 2008 to June 30, 2009.

Directions

Below you will see definitions of terms for the purposes of this report. Please become familiar with these terms as you will need the definitions to complete the report.

From the menu bar on the right-hand side of the screen select "Enter Survey."

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 or 0 = missing data; NA = not applicable.

After completing all sections of each question, select one of the following options at the bottom of the page: "< Previous," "Save," or "Save and Next >."

You may also access a particular group of questions by going to the menu bar on the right to "(+) Survey Map." Once you click, the menu bar will expand to show Groups 1 through 7. By clicking on the group number, you will be directed to that group of questions.

After completing all questions, review your responses for accuracy. You may review the responses to each question on the screen or you may go to the menu bar on the right side of the screen and select "Reports." In the "Survey Report" section you have four options in which to view the survey. By selecting the .pdf format, you can view the report in an easily readable format on the screen or print the report. You can also save the report in its .pdf format. The .pdf is your copy of the form to retain for your records. This will be helpful in the event we need to clarify information.

You may make changes in your survey responses until you select "Submit to DOE" found on the bottom of the screen of the last question. Once you have submitted, the report is locked, and no additional changes can be made.

Access to the Web-based Survey

If you are unable to access the survey or have questions about logging onto the survey, contact your local school and staff administration contact person. To find the contact person, log into Single Sign-on for Web Systems (SSWS). On the SSWS homepage, select “Contact List” from the choices in the upper right-hand corner. You will be directed to a menu, from which you should select “SSWS Account Manager.” Choose the download format you prefer. Scroll down to your school division contact person. If you are unable to access SSWS, follow the link below to find the name of the contact person for your division:

https://p1pe.doe.virginia.gov/ssws/sswswebapp/jsp/reports.jsp?report_format=pdf&report_id=contactlist&applicSystemTypeId=26

Assistance with the Survey

For programmatic questions or technical assistance with the survey, please contact Dr. Susan FitzPatrick at (804)225-2897 or e-mail at susan.fitzpatrick@doe.virginia.gov ; or Jo Ann Burkholder at (804) 371-7586 or e-mail at JoAnn.Burkholder@doe.virginia.gov .

Definition of Terms

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 senior high schools for this report; combined elementary and secondary schools (e.g., K-12 buildings) are classified as high schools.

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Group 1

1. Did your school division provide drug prevention activities using SDFSCA funding in 2008-2009?

- Yes
- No

2. Did your school division provide violence prevention activities using SDFSCA funding in 2008-2009?

- Yes
- No

3. Of the students enrolled in public elementary schools during the 2008-2009 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of elementary students:

4. Of the students enrolled in public middle/junior high schools during the 2008-2009 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of middle/junior high students:

5. Of the students enrolled in public senior high schools during the 2008-2009 school year, how many received services that were funded in whole or in part by SDFSCA?

Number of senior high school students:

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Group 2

6. Below is a list of types of prevention activities that your school division might have provided as part of its SDFSCA program. Please indicate the **number** of schools at which SDFSCA funds supplemented your school division's prevention plan during the 2008-2009 school year. Only report services/activities funded totally or in part by SDFSCA funds.

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 School	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

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.

Elementary School	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

c. Dissemination of drug and violence prevention information to schools and the community.

Elementary School	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

d. Professional development and training for, and involvement of, school personnel, parents, and interested community members in prevention, education early identification and intervention, mentoring, or rehabilitation referral as related to drug and violence prevention.

Elementary School	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

e. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may involve gang activity prevention.

Elementary School	<input type="text"/>
Middle School	<input type="text"/>
High School	<input type="text"/>

f. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.

Elementary School	<input type="text"/>
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Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
g. Reporting criminal offenses committed on school property.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
h. Developing and implementing comprehensive school security plans or obtaining technical assistance for such plans.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
i. Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
k. Expanded and improved school-based mental health services related to illegal drug use and violence by qualified school-based mental health service providers.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
l. Conflict resolution programs, including peer mediation programs and youth anti-crime and anti-drug councils and activities.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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 academic achievement standards and to reenter the regular education setting.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>

High School	<input type="checkbox"/>
n. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
o. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
p. Drug and violence prevention activities designed to reduce truancy.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
q. Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
s. Emergency intervention services following traumatic crisis events that have disrupted the learning environment.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>

High School	<input type="checkbox"/>
u. Developing and implementing character education programs, as a component of drug and violence prevention programs.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
v. Establishing and maintaining a school safety hotline.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
w. Community service, including community service performed by expelled students, and service-learning projects.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
x. Conducting a nationwide background check of local school division volunteers.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
z. Programs that respond to the needs of students who are faced with domestic violence or child abuse.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
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.	
Elementary School	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>

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Group 3

7. Listed below are some core requirements of SDFSCA. Please indicate the activities and approaches your school division used during 2008-2009 to comply with these requirements. Activities and approaches reported here do not have to have been supported in part or in total by SDFSCA funds.

i. Was a youth survey conducted in 2008-2009?

- Yes
- No

ii. If a youth survey was conducted, which survey was used? Check all that were 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 provide details for Other if selected above. Enter NA if not applicable

iii. Needs assessment process included which of the following? Check all that were 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.

iv. Consultation with organizations

NOTE: SDFSCA regulations require school divisions to work with other local, state and federal organizations for program planning, collaboration of resources and monitoring of progress. The school division continued to evaluate prevention activities "through timely and meaningful consultation with":

- State and local government representatives
- Representatives of schools to be served (including private schools)
- Teachers and other staff, parents, students, and community-based organizations
- Others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)

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v. Parent consultation and input

NOTE: SDFSCA regulations require school divisions to consult with parents and utilize their input into the program planning, collaboration and monitoring of the program's progress.

Which specific strategies were used by the school division in 2008-2009 to include meaningful and ongoing consultation with and input from parents in the development and administration of the SDFSCA programs or activities? Check all that apply:

- Actively participated in, reported to and received input from SDFSCA Advisory groups that include parent representation
- Actively participated in, reported to and received input from Health Advisory groups that include parent representation
- Parent-teacher organizations
- Community-based groups such as drug task forces and prevention coalitions that include parent representation
- Publications
- Other (please specify):

Please provide details for Other if selected above. Enter NA if not applicable

vi. Coordination with other prevention programs

NOTE: SDFSCA regulations require school divisions to coordinate efforts with other school, local, state and federal prevention programs.

Briefly describe how your violence and substance use prevention plan and implementation efforts were coordinated with other in-school services/activities, federal, state, and local programs.

vii. Programs based on scientifically-based research

NOTE: SDFSCA regulations require school divisions to utilize scientifically-based research (also referred to as evidence-based) curricula, programs, practices or strategies that support the list of authorized activities in the regulations. These were identified in the measurable objectives and supports services and activities section of approved applications.

In the text box below, please list by name each evidence-based program being implemented using SDFSCA funding, and identify which grade level(s) receives each program.

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Group 4

7 viii. Performance measures (i.e., measurable objectives) aimed at ensuring safe, orderly, and drug-free learning environment were established.
Periodic evaluation and use of results

NOTE: SDFSCA regulations require school divisions to establish measurable outcomes derived from the needs assessment and conduct periodic evaluations of the measurable objectives and to use the results to strengthen the program. An approved application contained measurable objectives.)

List your **First** 2008-2009 SDFSCA measurable objective here as written in the 2008-2009 application.

Report your results to date in achieving your **First** 2008-2009 SDFSCA measurable objective.

For the **First** measurable objective, did you achieve your target results? Select only one.

- Yes
- No
- Partially
- Not Sure

Briefly describe the specific methods used to assess the progress toward attaining the **First** measurable objective.

List your **Second** 2008-2009 SDFSCA measurable objective here as written in the 2008-2009 application. Enter "N/A" if not applicable.

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Report your results to date in achieving your **Second** 2008-2009 SDFSCA measurable objective. Enter "N/A" if not applicable.

For the **Second** measurable objective, did you achieve your target results? Select only one.

- Yes
- No
- Partially
- Not Sure

Briefly describe the specific methods used to assess the progress toward attaining the **Second** measurable objective. Enter "N/A" if not applicable.

List your **Third** 2008-2009 SDFSCA measurable objective here as written in the 2008-2009 application. Enter "N/A" if not applicable.

Report your results to date in achieving your **Third** 2008-2009 SDFSCA measurable objective. Enter "N/A" if not applicable.

For the **Third** measurable objective, did you achieve your target results? Select only one.

- Yes

- No
- Partially
- Not Sure

Briefly describe the specific methods used to assess the progress toward attaining the **Third** measurable objective. Enter "N/A" if not applicable.

List your **Fourth** 2008-2009 SDFSCA measurable objective here as written in the 2008-2009 application. Enter "N/A" if not applicable.

Report your results to date in achieving your **Fourth** 2008-2009 SDFSCA measurable objective. Enter "N/A" if not applicable.

For the **Fourth** measurable objective, did you achieve your target results? Select only one.

- Yes
- No
- Partially
- Not sure

Briefly describe the specific methods used to assess the progress toward attaining the **Fourth** measurable objective. Enter "N/A" if not applicable.

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8. Student Assistance Programming

Please indicate whether there is a student assistance program in your school division:

- Yes
 No (skip to Question 9.)

If yes, please respond to the following:

Grades Served:

- PreK-5

Number of students served grades PreK-5

- 6-8

Number of students served grades 6-8

- 9-12

Number of students served grades 9-12

Please check the SAP Program Components present in your program:

- School board policy - program established in school board policy.
 Staff development-SAP-related training provided.
 Program awareness-SAP awareness activities conducted
 Internal referral process - process in place to identify and refer students to school and community resources.
 Problem solving team and case management - system in place to assist and monitor student's progress.
 Student Assistance Program evaluation - program is evaluated periodically.
 Individual student support services and educational student support groups
 Cooperation and collaboration with community agencies and resources - school and community resources coordinated.
 Coordinates or is integrated with other school-based activities such as character education, parent education, bullying, truancy, dropout prevention, conflict resolution, mediation, and School Improvement Plans.

9. 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 2008-2009 (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. School Security Officer
- c. Mental health/substance abuse services

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- d. Social services or juvenile probation
- e. Parent or citizen groups (PTA, Prevention Federations, Kiwanis, etc.)
- f. Faith community
- g. No community agencies or organizations were involved
- h. Other (Please specify):

Please provide details for Other if selected above. Enter NA if not applicable

10. Please indicate the types of community involvement which occurred in SDFSCA-funded drug and violence prevention activities in 2008-2009 (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)

Please provide details for Other if selected above. Enter NA if not applicable

10. Please indicate the types of community involvement which occurred in SDFSCA-funded drug and violence prevention activities in 2008-2009 (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)

Please provide details for Other if selected above. Enter NA if not applicable

11. During the 2008-2009 school year, did students participate in the designing or critiquing of drug or violence prevention programming?

- Yes
- No

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Group 6

12. 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 below, please indicate your level of need for assistance. Check only one of the three 'Need' boxes: 'Priority Need,' 'Moderate Need,' or 'Limited Need'

* Next, indicate the type of assistance you prefer: 'Publication,' 'Training,' and 'Technical Assistance.' Check all that apply.

Curricula,selection and use

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Character / citizenship education

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Community collaboration

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Conflict resolution / peer mediation programming

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Crisis planning and Management

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- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Drug education-selection and implementing research-based curricula

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Drugs-Information on specific types: (List types you are interested in learning more about)

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Please provide details for Other if selected above. Enter NA if not applicable

Evaluation-methods and strategies

- Priority Need
- Moderate Need
- Limited Need
- Publication
- Training
- Technical

Needs assessment - comprehensive, using objective data

- Priority Need
- Moderate Need
- Limited Need
- Publication

Training

Technical

Prevention basics-terms, concepts, and what the research shows

Priority Need

Moderate Need

Limited Need

Publication

Training

Technical

Basic program planning-establishing goals and objectives for results

Priority Need

Moderate Need

Limited Need

Publication

Training

Technical

School safety assessment and planning

Priority Need

Moderate Need

Limited Need

Publication

Training

Technical

Student Assistance Programming

Priority Need

Moderate Need

Limited Need

Publication

Training

Technical

Student surveys

Priority Need

Moderate Need

Limited Need

Publication

Training

Technical

Violence prevention-selecting and implementing research-based strategies

Priority Need
 Moderate Need
 Limited Need
 Publication
 Training
 Technical

Youth leadership development

Priority Need
 Moderate Need
 Limited Need
 Publication
 Training
 Technical

Other (please specify)

Priority Need
 Moderate Need
 Limited Need
 Publication
 Training
 Technical

Other (please specify)

Priority Need
 Moderate Need
 Limited Need
 Publication
 Training
 Technical

Please provide details for Other if selected above. Enter NA if not applicable

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Group 7

13. In alternate years, VDOE compiles brief descriptions of each school division's substance use and violence prevention programming as part of a volume titled "Virginia's Safe and Drug-Free Schools and Communities Act Program Efforts." This publication is intended to share information about program successes and facilitate networking opportunities among coordinators. In the space below, please provide a narrative summary of your school division's comprehensive prevention plan and identify those programs and activities supplemented by your Safe & Drug-Free Schools grant. Please be sure to include outcomes of your programs. Please limit your response to 4,000 characters including spaces. Here is a link to the current [Program Efforts](#)

14. 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.

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