

Title IV

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

FEDERAL PROGRAMS CONFERENCE

September 2008



PURPOSE

- to support programs and strategies that prevent violence in and around schools
- prevent illegal use of tobacco, alcohol, and other drugs
- involve parents and community in coordinated efforts
- to foster a safe, drug-free learning environment that promotes academic achievement.

National SDFSC Advisory Committee's Report

- Committee charged by Secretary USDE to assess SDFSC State Grants Program
- Committee issued report of their study June 2007
- *Enhancing Achievement and Proficiency Through Safe and Drug-Free Schools*
- Conclusion: program crucial because safe and drug-free schools are foundation for improved learning.
- Some favored maintaining current structure; significant support for allowing SEAs to target prioritized areas.



SDFSC and NCLB

PREVENTION EFFORTS AND ACADEMIC ACHIEVEMENT

Evidence shows that lower reading and math scores are linked to peer substance abuse. On average, students whose peers avoided substance use had test scores 18 points higher for reading and 45 points higher for math.



NCLB

Four basic pillars of NCLB reflected in Title IV:

- accountability
- flexibility
- parent involvement
- using what works based on scientific research



SDFSC and NCLB

Studies have demonstrated that students who use alcohol or other drugs are up to five times more likely to drop out of school.



PRINCIPLES OF EFFECTIVENESS

- **Framework** to ensure most effective and efficient use of funds
- **All LEAs** that receive IV \$ must follow the Principles



Principles of Effectiveness

NEEDS ASSESSMENT

- Nature and extent of youth drug and violence problem in your area
- Existing efforts to prevent drug use and violence
- Existing activities to monitor success of local prevention programs



Principles of Effectiveness

NEEDS ASSESSMENT

- “*objective data*”
 - not influenced by emotion, surmise, or personal opinion
- use local data- to extent possible, data used should be focused on drug use & violence problems in your schools and neighborhood

+



Principles of Effectiveness

PERFORMANCE MEASURES

What is a Performance Measure?

- one that permits a quantitative assessment of progress

How many?

- a few well-chosen goals sufficient

+



Principles of Effectiveness

PERFORMANCE MEASURES

- **Examples of objective data**
 - number of referrals to law enforcement
 - number of students reporting engaged in binge drinking on survey
- **Examples of subjective data**
 - student evaluations of participation

Performance Measures/ Prevention works!

Adolescents who begin drinking before the age of 15 are four times more likely to develop alcohol dependence as an adult than those who wait until age 21.

Each additional year of delayed drinking onset reduces the probability of alcohol dependence by 14%.

Performance measures/ prevention works!

65.9% of those youth reporting heavy alcohol use had also engaged in one or more of the following delinquent behaviors: participating in a serious fight at school or work; participating in a group-against group fight; attacking someone with the intent to seriously harm them; stealing or attempting to steal something worth \$50 or more; selling illegal drugs; and/or carrying a hand gun within the last year.



Principles

Programs funded must have been demonstrated to be **effective** or have **promise of being effective** in

- preventing or reducing drug use, violence, or disruptive behavior
- modifying behavior or attitudes demonstrated to be precursors, or predictors of, drug use or violence



Principles

SCIENTIFICALLY BASED RESEARCH

Definition: research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs



Principles

ANALYSIS OF DATA

Analyze data for prevalence of risk factors, protective factors, or other variables identified that occur in the schools and community.



Principles

PARENTAL CONSULTATION

Districts must include consultation with and input from parents in the development of the application and administration of the program or activity.



Principles

EVALUATION

What is meant by evaluation?

the systematic collection and analysis of data
needed to make decisions.

Use evaluation information as part of continuing
improvement process.



LIMITATION ON SECURITY

No more than **20 percent** of an LEA's allocation may be spent for

- acquiring and installing metal detectors, electronic locks, surveillance cameras
- developing and implementing comprehensive school security plans
- supporting safe zones of passage, including bicycle and pedestrian safety programs



Limitation on security

An additional 20 percent, or up to a **total of 40 percent**, may be spent for

hiring and mandatory training of school security personnel who interact with students in support of youth drug and violence prevention activities implemented in school



Message and materials

Drug and violence prevention programs must convey a **clear and consistent message** that the illegal use of drugs and acts of violence are wrong and harmful.



SDFSCA LEA Programs

Programs and activities must

1. foster a safe and drug-free learning environment that supports academic achievement
2. be consistent with the Principles of Effectiveness
3. be designed to prevent or reduce violence; the use, possession and distribution of illegal drugs; and delinquency; and
4. create a well-disciplined environment conducive to learning



SDFSC LEA PROGRAMS

5. include activities to
 - promote involvement of parents
 - promote coordination with community groups
 - distribute information about the LEA's needs, goals, and programs.



LEA PROGRAMS

Activities that may be implemented by LEAs include:

- age-appropriate and developmentally based activities
- activities that engage families, community sectors, and prevention providers in setting clear expectations against violence and illegal drug use
- drug and violence prevention activities
- and evaluation of any activities authorized by SDFSC



ADMINISTRATIVE COST LIMIT

LEA may use no more than **2 percent** of its allocation to carry out the administrative responsibilities associated with implementation of these programs.



PROHIBITED LEA ACTIVITIES

- Construction, medical services, and drug treatment and rehabilitation are **prohibited** activities.

- Pupil services, or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs, are allowed.



PARENTAL CONSENT

- LEAs must **inform parents** or legal guardians of students of the contents of programs
- LEA must **withdraw a student** from any program or activity supported by SDFSCA funds upon written notification from the parents or legal guardians.



SAMHSA's NREPP

National Registry of Evidence-based Programs and Practices (NREPP) website.

- Developed by Substance Abuse and Mental Health Services Administration (SAMHSA)
- a **searchable online registry** of mental health and substance abuse interventions
 - reviewed and rated by independent experts
- www.nrepp.samhsa.gov



PRIVATE SCHOOL PARTICIPATION

Children enrolled in **nonpublic elementary and secondary schools (and their teachers)** must be provided **equitable educational services**



GUN-FREE SCHOOLS ACT

- Each state must have a law requiring LEAs to **expel from school** for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school
- except State law shall allow the chief administering officer of an LEA to **modify the expulsion** requirement for a student on a **case-by-case basis**, with such modification in writing.



GUN-FREE SCHOOLS ACT

- LEA must also have a **policy** related to providing educational services to such student in an alternative setting
- LEAs must provide **report to State** on referrals to criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school



PRO-CHILDREN ACT OF 2001

- **Smoking is not allowed** within any indoor facility used for providing elementary, secondary, or library services to children.
- Prohibition also applies to federally funded health or day care or early childhood development services.



UNSAFE SCHOOL CHOICE OPTION

A student attending a **persistently dangerous** public elementary or secondary school, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school must be **allowed to attend a safe public school** within the LEA, including a public charter school.

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents the

- right to have access to their children's education records
- right to seek to have the records amended
- right to have some control over the disclosure of personally identifiable information from the records

.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

- As amended by Hatch/Grassley/Tiahrt Amendment
- Applies to programs that receive funding from USDE
- Gives **parents certain rights** regarding the surveying of their minor children, the collection and use of information for marketing, and some physical exams.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Written parental consent must be obtained before minor students are required to participate in any ED-funded survey that reveals information concerning:

1. political affiliations
2. mental and psychological problems potentially embarrassing to student and family
3. sex behavior and attitudes



PPRA

4. illegal, anti-social, self-incriminating behavior
5. critical appraisals of other individuals of close family relationships
6. legally recognized privileged relationships, such as with lawyers, physicians, ministers
7. religious practices, affiliations, or beliefs of the student or student's parent
8. income (other than required by law to determine eligibility for financial assistance)

Transfer of school disciplinary records

- FERPA currently permits schools to transfer disciplinary records, with respect to a suspension or expulsion, by LEAs to any private or public school for any student who seeks to enroll in the school.



Model Notification of Rights

Model Notification of Rights for Elementary and
Secondary Schools

available from www.ed.gov

MISSOURI (COMBINED) STUDENT SURVEY

- Developed through collaboration between DESE and MO Dept of Mental Health
- Provided by SmartTrack
- Online survey tool for students- grades 6 – 12
- Survey data available quickly



STUDENT SURVEY

- Encourage participation of all students, grades 6- 12.
- At minimum, survey 9th graders plus 2 additional grades, one even-numbered.
- Survey window: January – March 21, 2008



SURVEY- PARENTAL PERMISSION

- **IF DISTRICT’S BOARD POLICY ON STUDENT PRIVACY permits an “opt out” form of parent permission, that may be used.**
- **Parents must be directly informed of the survey and have a chance to ask questions.**



Supplement, not supplant

SDFSC funds may be used only to **supplement** the level of funds from non-federal sources that would, in the absence of SDFSC funds, be available for the purposes listed in the legislation.

(SDFSC funds may not result in a decrease in State and local funds which would have been available for the activity.)



SDFSC supports academic achievement

- Recent evidence supports the fact that “**social and emotional learning**” programs increase academic achievement and help students avoid engaging in high-risk behaviors such as illegal drug use.
- SDFSC is primary program funding “social and emotional learning” programs, such as Life Skills Training.



PRIOR KNOWLEDGE OF POTENTIAL SCHOOL-BASED VIOLENCE

INFORMATION STUDENTS LEARN MAY PREVENT A TARGETED ATTACK

Study by U.S. Secret Service and U.S. Dept. Educ.
Safe School Initiative 1999
examined whether past school-based attacks
were planned and what could be done to
prevent future attacks



Safe Schools Initiative Findings

- Findings highlight that in most targeted school-based attacks, individuals, referred to as *bystanders* in the report, had some type of advanced knowledge about planned school violence.
- Despite this advanced knowledge, the attacks still occurred.
- Study sought to identify what might be done to encourage more students to share information about potential targeted school-based violence with an adult.



Implications from study

Potential ways of preventing targeted violence at school

1. Schools should ensure climate in which students feel comfortable sharing information regarding a potentially threatening situation with a responsible adult.
2. Districts are encouraged to develop policies that address the many aspects of reporting a threat.



Implications from study

3. Teachers, administrators, and other faculty should be trained on how to properly respond to students who provide them with information about a threatening or disturbing situation, as well as how to deal with actual threats.



Future- under reauthorization

Current proposed funding - House and Senate
\$294.8 million

Documents show youth drug use was at its lowest point when investment in SDFSC program was highest.



USDE- OSDFSC

Modzeleski, OSDFS

- Beyond prevention- emergency planning, crisis response recovery, climate and culture, threat assessment, cyberbullying, pandemic
- Data driven allocation of resources
- Suggests collaboration with Safe Schools Centers and other prevention agencies



Significance of prevention efforts

Research proves

- drug and alcohol addiction both preventable and treatable.
- when funding and attention to prevention wanes, use increases.
- rates of use for any illegal drug are related to the perception of harm and social disapproval



Resources

- Federal Programs website
<http://dese.mo.gov/divimprove/fedprog>
- Office of Safe and Drug-Free Schools website
<http://www.ed.gov/offices/OESE/SDFS>
- Safe Schools Center
University Missouri- Kansas City
- Regional Support Centers for DMH/ADA



Resources

- Principles of Effectiveness
- NREPP
- Federal Programs Administrative Manual
- NCLB Self-Monitoring Checklist
- Federal Programs Staff



SDFSC- future