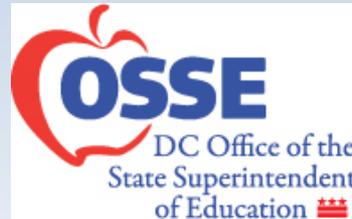


SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT (SDFSCA)



**Title IV, Part A, Subpart 1
Elementary and Secondary Education Act (ESEA)
of 1965
Public Law 107-110**

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Elementary and Secondary Education

Office of the State Superintendent of Education (OSSE)

Government of the District of Columbia

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AGENDA

- Overview of Title IV, Part A
- Rules and Regulations
- Reporting Requirements
- Resources
- Questions

AGENDA

- Overview of Title IV, Part A
 - Purpose of Program
 - Eligibility
 - Principles of Effectiveness (State Goals) 
 - Program Requirements
 - Caps/Reserves

<http://www.ed.gov/policy/elsec/leg/esea02/pg52.html>

Purpose of Title IV, Part A

1. Prevent violence in and around schools;
2. Prevent the illegal use of alcohol, tobacco, and drugs;
3. Involve parents and communities; and
4. Coordinate with related Federal, State, school and community efforts and resources to foster a safe and drug-free learning environment that promotes student academic achievement



Eligibility

- Local Education Agencies (LEAs)
- Approved Application

ESEA (Sections (4112 (b)(1) and 4114 (d))

Principles of Effectiveness



A framework to assist States and local entities in designing, implementing, evaluating high quality programs and achieving measurable results.

ESEA (Section 4115 (a) (1))



Principles of Effectiveness

1. Needs assessment 
2. Measurable goals and objectives
3. Parent and community involvement
4. Programs based on Scientifically Based Research (SBR)
5. Program evaluation

ESEA (Section 4115 (a) (1))

Principles of Effectiveness:

Needs Assessment cont.

- **Address Both Drug Use And Violence**
- **Review Objective Data**
- **Review Subjective Data**

Principles of Effectiveness:

Needs Assessment cont.

Might include data on:

- Suspensions and Expulsions
- Truancy Rates
- Alcohol and/or drug related disciplinary events
- Fighting
- Violent crimes
- Risk Behavior
- Weapons possession
- Domestic or Child Abuse
- Parental Involvement
- Youth Risk Behavior Survey
- Cyberbullying
- Over the Counter Drug Abuse
- Emergency Management Planning (H1N1)
- Connection between Physical & Mental Health
- Gay, Lesbian, Bisexual, Transsexual Students Scholastic Experiences (>90% report bullying on YRBS)

Principles of Effectiveness: Measurable Goals and Objectives

- Must permit a quantitative assessment of progress
- Must address violence and illegal drug use



Principles of Effectiveness:



State Defined Goals

REDUCE THE NUMBER OF:

- Students carrying a weapon on school property;
- Students engaged in a fight on school property;
- Students offered or sold illegal drugs on property;
- Truants; and

Increase the number of:

- Staff trained in best practices and exemplary practices to reduce drugs and violence, and provide intervention to students in the District of Columbia

Principles of Effectiveness: Parental Involvement

LEAs are required to ensure that there is

- **Meaningful and ongoing consultation** with parents;
- **Input from parents in the development** of the plan; and
- **Input from parents in the administration** of the program or activity

**help parents participate by establishing clear opportunities and processes for doing so
e.g. parent advisory council*



Principles of Effectiveness:

Programs Based on Scientifically Based Research (SBR)

SBR involves the application of rigorous, systematic, and objective procedures to obtain **reliable and valid knowledge** relevant to education activities and programs.

- Review scientifically based programs that will **target the goals** you have identified.
- Consider the cost of program implementation and consider how the programmatic plan will be coordinated with programs under this Act, and other Federal, State, and local programs for drug and violence prevention

Note: LEAs assure OSSE that they will seek waiver if needed to allow innovative activities or programs that demonstrate substantial likelihood of success to be implemented (ESEA Section (4115(a)(3))



Principles of Effectiveness:

Evaluation

(systematic collection and analysis of data)

- LEAs must determine **how often** they need to re-examine their progress toward reducing **violence and illegal drug use** in schools to be served, based on established performance measures.
- LEAs must **use results** to refine, improve, and strengthen the program, and to refine the performance measures and must **make results available** to the public upon request with public notice that results can be obtained.
- LEAs must **report** some of this data to OSSE annually.

Programs Requirements

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;
4. Create a well-disciplined environment conducive to learning; and

ESEA (Section 4115(b)(1))

Programs and activities must

5. Include activities to

- promote involvement of parents
- Promote coordination with community groups
- Distribute information about the LEA's needs, goals, and programs.

ESEA (Section 4115(b)(1))

Programs Requirements cont.

LEAs must gather data to meet the requirements listed in ESEA

(Section 4114 (d)) including: 

- **A comprehensive plan** that includes
 - » How the plan will be **coordinated** with other drug and violence prevention programs ;
 - » **Performance measures** for both drug and violence prevention;
 - » How such agency will **publicly report** on assessment, evaluation, and revisions;
 - » How students with the **greatest need** will be targeted; and
 - » **How evaluation will be used** to refine, improve, and strengthen the program.
- * Review ESEA for detailed description of these requirements

Additional Programs Requirements cont.

- **Timely consultation** with stakeholders to include those with demonstrated expertise on an ongoing basis 
- Inclusion of effective **school discipline; security** (address safe passage); **prevention activities; a crisis management; and a code of conduct** policies and procedures; 
- Use of funds to supplement authorized programs and activities that in **no case will supplant** other funding; 
- The requirement to convey of a **clear and consistent message** that acts of violence and the illegal use of drugs are wrong and harmful; and 
- **Other** assurances, goals, and objectives that OSSE may require.

LEA CAPS/Reserves:

Administration: 2% *(ESEA (Section 4114 (a)(2))*

Security Activities: 40% *(ESEA Section 4115 (b)(2)(E))*

LEA CAPS/Reserves:
Security (*Section 4115 cont.*)

- a) Acquiring and installing metal detectors, electronic locks, surveillance cameras or other related **equipment and technologies**
- b) **Reporting** criminal offenses committed on school property
- c) Developing and implementing comprehensive school **security plans** or obtaining technical assistance concerning those plans
- d) Supporting **safe zones** of passage activities, including bicycle and pedestrian safety programs, that ensure that students can travel safely to and from school
- e) Hiring and mandatory training of **school security personnel** who interact with students in support of youth drug and violence prevention activities implemented in schools.

LEA CAPS/Reserves:

Carryover of Funds by LEAs

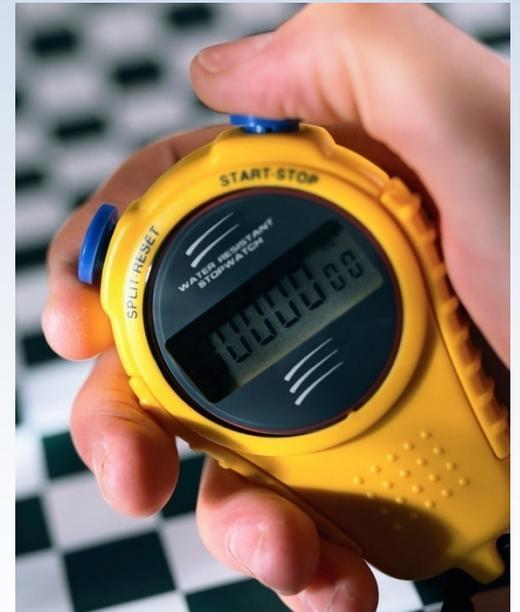
An LEA may:

- Keep up to 25 percent of its allocation for the following fiscal year.
- Retain an amount greater than 25 percent of its fiscal year allocation for use in the following year if it can demonstrate, to the satisfaction of the SEA that it has “good cause” for such a carryover.

ESEA (Section (4114 (a)(3))

Reminder

- **Grantees have up to 27 months to obligate funds**



AGENDA

Overview of Title IV, Part A



Purpose of Program



Principles of Effectiveness (State Goals)



Eligibility



Program Requirements



Caps/Reserves

AGENDA



Overview of Title IV, Part A

- Rules and Regulations
- Reporting Requirements
- Resources
- Questions

Rules and Regulations:

Note: This list is not exhaustive.

- *Gun-Free Schools Act* 
- *Title IX: Unsafe School Choice Option*
- *Protection of Pupil Rights and Amendment (PPRA)*
- *Pro Children Act*

Rules and Regulations cont.

GUN FREE SCHOOLS ACT:



(HIGHLIGHTS)

- 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;
- Must also have a **policy related to providing** educational services to such student in an alternative setting; and

• **MUST REPORT THE INCIDENT TO THE DC MPD**

ESEA (Section 4141)

Rules and Regulations cont.

Unsafe School Choice Option

Each State receiving funds under the ESEA must establish and implement a statewide policy requiring that students attending a **persistently dangerous** public elementary or secondary school, or students who become **victims of a violent criminal** offense while in or on the grounds of a public school that they attend, be allowed to attend a safe public school.

ESEA (Section 9532)

Rules and Regulations cont.

Unsafe School Choice Option

A school is determined to be persistently dangerous if the annual number of officially reported violent crimes against students, on the school grounds, during school operating hours, over a period of two consecutive years is equal to or greater than:

- five, for schools with enrollments of 500 students or less, or
- 1% of the school's official membership, for schools with enrollments of 501 students or 5 more.

Rules and Regulations cont.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA):

- Gives **parents certain rights regarding the** surveying of their minor children, the collection and use of information for marketing, and some physical exams.
- **Written parental consent must be obtained before** minor students are required to participate in any ED-funded survey that reveals information.

<http://www.ed.gov/policy/gen/guid/fpco/ppra/index.html>

Rules and Regulations cont.

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.

(ESEA (Section 4155))

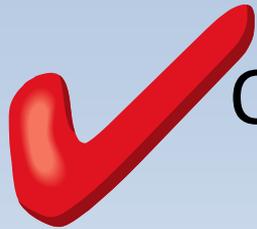
Rules and Regulations cont.

Pro Children Act of 2001:

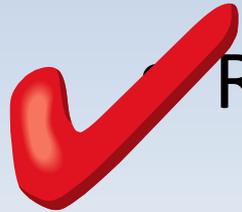
- **Smoking is not allowed within any indoor** facility used for providing elementary, secondary, or library services to children.
- Prohibition also applies to federally funded health or day care or early childhood development services.

ESEA (Section 4301)

AGENDA



Overview of Title IV, Part A



Rules and Regulations

- Reporting Requirements
- Resources
- Questions?

Reporting Requirements

Guns Free School Act (GFSA)



BY SCHOLASTIC LEVEL, LEAS MUST REPORT

- **FIREARMS INCIDENTS**

- **Type** of firearm (handgun, shotgun, rifle, other)

- **EXPULSIONS**

- **Number** of expulsions by type (not modified, modified)
- Number of alternative placements
- Number of modifications for students with and without disabilities as defined in Section 602(a)(1) of the IDEA

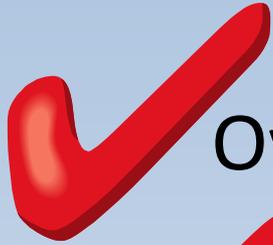
National Results: <http://www.ed.gov/about/reports/annual/gfsa/index.html>

Reporting Requirements Annual Performance Report

This is the required annual reporting tool as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (ESEA). It includes incident rates, program descriptions including parental involvement activities, and number of staff trained.

<http://www.ed.gov/admins/lead/account/consolidated/index.htm>

AGENDA



Overview of Title IV, Part A



Rules and Regulations



Reporting Requirements

- Resources
- Questions?

Questions?



Resources



U.S. Department of Education Program Resources

Some resources available at from ED.gov

- Drug & Violence Prevention Web Courses for Schools:
<http://www.ed.gov/admins/lead/safety/training/index.html>
- Youth and Violence Prevention :More than 50 federal documents and websites on youth and school violence prevention:
<http://www.sshs.samhsa.gov/initiative/resources.aspx>
- Practical Information on Crisis Planning Brochure:
<http://www.ed.gov/admins/lead/safety/crisisplanning.html>
- What Works Website: source of scientific evidence for what works in education- <http://ies.ed.gov/ncee/wwc/>

DC Metropolitan Police Department

Public School Support

- Each police district has a captain designated as a Charter School Coordinator to address specific issues.
- The School Security Division will assist with certain projects as:
 - Good Touch Bad Touch,
 - Stranger Danger Training,
 - Street Law, Safety Patrol Coordination,
 - Officer Friendly programs, and more...

For more information contact **Inspector Nathan Sims** of the School Security Division ((202)-359-0918 -nathan.sims@dc.gov)

Transact

ESEA Parent Notification

The OSSE has secured the services of Transact to assist LEAs in meeting parental involvement requirements

This service is available for your use and will help you to address Child Left Behind Act of 2001 (ESEA) parent notification requirements. Templates are available in multiple languages including for Title I, III, IX, X, FERPA, PPRA and OCR.

Training is available on September 22, 23 and 24.

For more information contact Bethany.Nickerson@dc.gov or Viky.Sosa@dc.gov.

Guidance for School Responses to Influenza During the 2009-2010 School Year

**Preparing for the Flu During the 2009–10 School Year:
Questions and Answers for Schools**

<http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/guidance/continuity-qa.pdf>

Principles of Effectiveness:

Parental Involvement (documentation)

Some of the ways LEAs can document compliance with this requirement is to provide copies of relevant:

- Written documentation that describes how parents are involved in the annual joint development/review of the written policy;
- meeting agendas;
- sign-in sheets;
- minutes of meetings,
- letters to parents and or community organizations
- parent surveys;
- parent feedback from LEA/school parent meetings, workshops, conferences, and LEA/school parent advisory groups; and/or
- records of parent comments/input about use of funds for parental involvement

Parental Information and Resource Center (PIRC) District of Columbia

Parental Assistance and Local Family Information and financial support to nonprofit organizations (including statewide nonprofit organizations) and local educational agencies to help the organizations and agencies implement successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement.

Multicultural Community Service at the Josephine Butler Parks Center

2437 15th Street NW

Washington, DC 20009

Web site: <http://www.mcscdc.org>

For Information on Research-Based Programs

- Centers for Disease Control & Prevention
- Center for the Study and Prevention of Violence (CSPV)
- Center for Substance Abuse Prevention (CSAP) National Institute on Drug Abuse (NIDA)
- The Collaborative for Academic, Social and Emotional Learning (CASEL)
- Safe and Sound: An Educational Leader's Guide to Evidence-Based Emotional Learning Programs