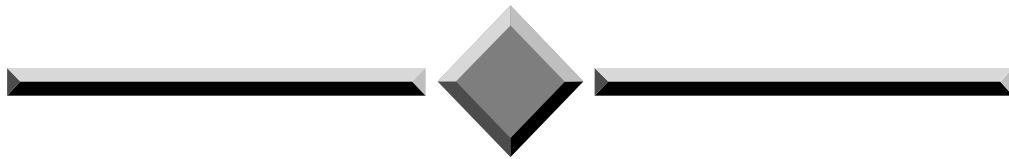


Florida Safe and Drug-Free Schools Program

State Report

for 2005-2006



Florida Department of Education
Division of K-12 Public Schools
Bureau of Family and Community Outreach
2007

Florida Safe and Drug-Free Schools Program

State Report for 2005-2006

Submitted By

University of North Florida
Florida Institute of Education
Safe, Disciplined, and Drug-Free Schools Project

Prepared for

Florida Department of Education
Division of K-12 Public Schools
Bureau of Family and Community Outreach
Office of Safe Schools
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For additional information on this or other publications, please contact the Office of Safe Schools or the Safe, Disciplined, and Drug-Free Schools Project, Florida Institute of Education (SDDFS) at 850-245-0416 or SunCom: 205-0416, 325 West Gaines Street, Suite 554, Tallahassee, FL 32399-0400.

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Introduction

The Florida Department of Education administers federal Safe and Drug-Free Schools (SDFS) funds to Florida's local education agencies (LEAs) to provide alcohol, tobacco, and other drug prevention education and violence prevention initiatives for students. The LEAs include 67 school districts, four university laboratory schools, and the Florida School for the Deaf and the Blind. At the beginning of the 2005-2006, project period, LEAs were allocated \$15,567,691.00 for their SDFS programs.

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind Act of 2001, an education-based ruling that included additional requirements for the Safe and Drug-Free Schools Program. The law became effective on July 1, 2002, then implemented for the first time during the 2002-2003 academic year. The No Child Left Behind Act of 2001 requires that funds be spent for comprehensive alcohol, tobacco, and other drug (ATOD) use prevention and violence prevention initiatives. Under this Legislation, the U.S. Department of Education requires that LEAs receiving SDFS funds implement the Principles of Effectiveness. The five principles require: 1) thorough assessment of needs; 2) an established set of performance measures; 3) programs for youth built on scientifically-based research; 4) periodic evaluation and 5) parental involvement.

During 2005-2006, district plans included developmentally appropriate and age-appropriate educational programs for kindergarten through 12th grade students that address alcohol, tobacco, and other drug (ATOD) use prevention and violence prevention. Districts also included ATOD and violence prevention and early intervention strategies within student assistance programs, peer mediation programs, conflict resolution programs, and before- and after-school programs. A variety of research-based strategies and programs for students as well as school-wide initiatives for safety, violence prevention and discipline continue to be implemented in schools in the state of Florida during the 2005-2006 academic year.

In order to receive SDFS funds, LEAs submitted a project application. For the 2005-2006 awards, applications were reviewed to determine if the proposed projects met federal requirements for a comprehensive ATOD use and violence prevention plan. The project period was July 1, 2005 through June 30, 2006.

This report represents the efforts of LEAs and a myriad of community agencies. The information is collected annually and is available in hard copy or from the internet at www.fldoe.org/safeschools/. The Florida Institute of Education's Safe, Disciplined, and Drug-Free Schools (SDDFS) Project, funded through the Florida Department of Education, provides technical assistance to LEAs with SDFS programs.

This report summarizes information provided annually in district SDFS Progress Reports. The information is organized into the following sections:

- ◆ **Section I, SDFS Proven Programs**, includes information on proven ATOD use and violence prevention programs implemented by districts in Florida.
- ◆ **Section II, SDFS Project Services**, describes services provided through the SDFS program. It also includes information on district school policies and practices.
- ◆ **Section III, SDFS Hot Topics**, provides information on district hot topics.
- ◆ **Section IV, SDFS Collaboration Activities**, reports on federal, intradistrict, and local community groups involved in district SDFS programs.
- ◆ **Section V, SDFS Public Reporting**, summarizes the districts' activities on reporting to the public about their needs assessment, program plan and activities, and evaluation efforts.
- ◆ **Section VI, SDFS Program Effectiveness**, provides a list state goals and the progress that has been made toward those goals. A description of outcome objectives is also provided.
- ◆ **Section VII, Appendices**, includes 2005-2006 SDFS entitlement project allocations, and a list of SDFS program coordinators in 2005-2006.

LIST OF ACRONYMS

AOD	Alcohol and Other Drugs
ATOD	Alcohol, Tobacco and Other Drugs
CTC	Communities That Care
EAP	Employee Assistance Program
ESE	Exceptional Student Education
FDOE	Florida Department of Education
FYSAS	Florida Youth Substance Abuse Survey
LEA	Local Education Agency
NEFEC	Northeast Florida Educational Consortium
PAEC	Panhandle Area Educational Consortium
SAC	School Advisory Council
SESIR	School Environmental Safety Incident Report
SDFS	Safe and Drug-Free Schools
SDDFS	Safe, Disciplined, and Drug-Free Schools
SRO	School Resource Officer
YRBS	Youth Risk Behavior Survey

I. Safe & Drug-Free Schools (SDFS) Proven Programs

A. Proven Programs Implemented

During the 2005-2006 academic year, all LEAs continued implementation of programs within Florida public schools that focused on ATOD use and violence prevention. These programs were either proven or promising. To be considered proven effective, a program must have undergone an expert/peer consensus process, must have been published in a peer-reviewed journal, included in a meta-analysis, or replications of the program must have been published in several peer-reviewed journals. The Safe and Drug-Free Schools web site contains a regularly updated Program Inventory, which includes a listing of programs that have undergone the above process and have been listed as proven effective by any one of the “qualified institutions” named in the on-line document. The Program Inventory is not an exhaustive list of proven programs and, if properly documented, other programs may be used and identified as “proven effective.” If a program is not considered a proven program, it is a promising program. Like proven programs, promising programs are based on proven strategies. Districts choosing promising programs must include in the annual SDFS entitlement application, the major program strategies linked with citations, any research to date that demonstrates the effectiveness of this program, and an evaluation plan.

During the 2005-2006 academic year twenty one (21) different proven programs listed on the Program Inventory were implemented in the state. Below is a list of the top ten proven effective ATOD and/or violence programs that were implemented during the 2005-2006 academic year.

Name of Proven Program	Number of Districts Implementing the Program	Program Type-ATOD Prevention	Program Type-Violence Prevention
Too Good for Drugs	26		X
Second Step	19		X
Life Skills Training	14	X	X
Project Alert	9	X	
Too Good for Drugs and Violence	6	X	X
Bullying Prevention Program	4		X
Too Good for Violence	4		X
Aggressors, Victims, & Bystanders	3		X
Families That Care: Guiding Good Choices	3	X	
Peers Making Peace	3		X

II. SDFS Project Services

A. Number of districts providing various services to students and staff through the 2005-2006 SDFS Project

Name of Program	Number of Districts Participating	SDFS Funds Used to Provide Services	Other Funds or In-Kind Used to Provide Services	Number of Districts Offering Services in Public Schools	Number of Districts Offering Services in Nonpublic Schools
After school or before school programs	52	7	50	52	11
Alternative education programs	54	7	52	54	8
Character education	63	27	57	63	19
Community awareness campaigns, involvement, and service projects	52	26	49	52	29
Conflict resolution/peer mediation	55	27	39	55	18
Drug Abuse Resistance Education (D.A.R.E.)	40	2	38	40	14
Graduation/Prom Activities	57	12	55	57	15
In-school suspension	56	4	56	56	3
Just Say No Clubs	21	7	18	21	6
Law enforcement education activities	50	7	48	50	16
Parent education/involvement	57	32	48	57	27
Peer counseling/education	43	14	39	43	9
Security equipment	50	2	50	50	4
Security personnel	53	0	53	53	4
Service Learning	33	6	32	33	10
Schoolwide discipline programs	51	16	51	51	10
Student Crime Watch	35	5	33	35	8
Student Support Services	54	16	50	54	13
Students Against Destructive Decisions (SADD)	39	10	34	39	11
Students Working Against Tobacco (SWAT)	38	6	35	38	14
Teen court	42	2	41	42	12
Tobacco partnership	26	4	26	26	11

Name of Program	Number of Districts Participating	SDFS Funds Used to Provide Services	Other Funds or In-Kind Used to Provide Services	Number of Districts Offering Services in Public Schools	Number of Districts Offering Services in Nonpublic Schools
Other programs, services, activities	21	10	16	21	8

B. District/School Policies and Practices

SDFS district reports indicate that various ATOD use and violence prevention policies were enforced in the district or in some schools in the districts during the 2005-2006 project period.

Policy Name	Number of Districts Reporting the Policy as a District Policy	Number of Districts Reporting the Policy as a School Option
Bookbags	9	53
Bullying	51	11
Closed campuses	43	17
Drug Testing	19	4
Gang colors/clothes	43	19
Regular locker check	26	36
School uniforms	6	42
Staff drug testing	48	1
Student drug testing - extra curricular activities	19	4
Student drug testing - other	12	5
Student I.D. cards	14	42
Tobacco citations	38	15
Other	4	0

III. SDFS Staff Activities

A. Hot Topics Reported by Districts During 2005-2006

During the 2005-2006 school year, the following districts reported on hot topics that include ATOD or violence-related matters or policy issues.

Name of Districts	Hot Topic
Bay	<ul style="list-style-type: none"> • Closed Campus Policy • Tobacco Policy
Brevard	<ul style="list-style-type: none"> • Drug Violation and Re-entry
Broward	<ul style="list-style-type: none"> • Bullying • Child Abduction • Classroom management • Internet Safety • Self-injury
Collier	<ul style="list-style-type: none"> • Student Drug-Testing – extra curricular activities
Columbia	<ul style="list-style-type: none"> • Policy Enforcement
Duval	<ul style="list-style-type: none"> • Code of Student Conduct additions regarding alcohol and drug offenses
Escambia	<ul style="list-style-type: none"> • Bullying • Aggressors, Victims and Bystanders
Florida Atlantic University Lab School	<ul style="list-style-type: none"> • Cyber-Safety
Gadsden	<ul style="list-style-type: none"> • Bullying
Gilchrist	<ul style="list-style-type: none"> • Drug Testing
Highlands	<ul style="list-style-type: none"> • Gang activities
Hillsborough	<ul style="list-style-type: none"> • Bullying • i-SAFE program • Character Education trainings
Holmes	<ul style="list-style-type: none"> • Bullying Survey • Violence Prevention Awareness program
Indian River	<ul style="list-style-type: none"> • Bullying • Cyber-Bullying • Internet Safety
Lafayette	<ul style="list-style-type: none"> • District school dress code policy
Lake	<ul style="list-style-type: none"> • Bullying • Fighting

Name of Districts	Hot Topic
Marion	<ul style="list-style-type: none"> • Olweus <i>Bullying Prevention</i> program • Bullying Awareness • Underage Drinking Taskforce
Miami-Dade	<ul style="list-style-type: none"> • Bullying and Violence Prevention Plan
Martin	<ul style="list-style-type: none"> • Funding
Orange	<ul style="list-style-type: none"> • Bullying
Palm Beach	<ul style="list-style-type: none"> • Underage drinking Taskforce • Gangs • Single School Culture Conference
Pasco	<ul style="list-style-type: none"> • Cyber-Bullying • Student Drug Testing • Character education
Pinellas	<ul style="list-style-type: none"> • Underage and Binge Drinking • Inhalant Abuse • Positive Behavior Support/Classroom Management • Bullying prevention and intervention
Polk	<ul style="list-style-type: none"> • Rally Against Drugs (RAD) – drug testing program
Putnam	<ul style="list-style-type: none"> • Tasers used by school resource officers.
St. Lucie	<ul style="list-style-type: none"> • Time constraints due to mandates for FCAT tested subjects
Sarasota	<ul style="list-style-type: none"> • Suicide prevention • Self-injury • Media Literacy and School Violence • Adventure based counseling
Seminole	<ul style="list-style-type: none"> • Bullying Prevention
Volusia	<ul style="list-style-type: none"> • <i>Bully Proofing Your School</i> updates • i-SAFE

IV. Collaboration Activities

The Safe and Drug-Free Schools program has historically been a catalyst for community involvement, volunteerism and the leveraging of funds from other sources to address drug and violence prevention and intervention through Florida. Rather than duplicate efforts, LEAs reported a variety of programs and groups involved with the SDFS initiative during the 2005-2006 project period. Below is a list of LEAs Reporting Federal Program Collaborations for 2005-2006. The following tables indicate how many LEAs reported federal, intra-district, local community, and other collaborations to prevent ATOD use and violence.

A. Number of LEAs Reporting Federal Program Collaboration

Federal Program Name	Advisory Council	ATOD Awareness	Early Intervention	Skills Training	ATOD Intervention and Referral	Re-entry	Violence Prevention/School Safety
21st Century Learning Centers	8	15	3	17	5	1	17
National Mentoring Grant	0	2	0	2	1	0	1
Safe Schools Healthy Students	3	3	3	2	2	2	2
Title I Disadvantaged Children	19	30	19	23	13	9	23
Title II High Quality Teachers and Principals	9	16	8	18	8	3	16
Title III Limited English Proficiency	8	21	12	14	10	4	15
Title V Innovative Programs	4	8	5	10	4	2	8
Other	10	13	7	11	5	2	15

B. Number of LEAs Reporting Intra-District Program Collaboration

Intra-District Program Name	Advisory Council	ATOD Awareness	Early Intervention	Skills Training	ATOD Intervention and Referral	Re-entry	Violence Prevention/School Safety
Alternative Education	21	41	21	30	28	19	39
Campus Police Services	25	35	24	21	30	11	38
Curriculum and Instruction	26	47	23	42	24	8	45
District Safety and Security Council	21	21	9	15	11	3	23

Intra-District Program Name	Advisory Council	ATOD Awareness	Early Intervention	Skills Training	ATOD Intervention and Referral	Re-entry	Violence Prevention/School Safety
Dropout Prevention	20	29	23	25	23	18	30
ESE	13	33	27	28	25	15	35
Family Counseling Program	10	16	14	15	16	9	15
Guidance	23	40	39	41	38	22	43
Head Start	5	10	9	10	6	1	7
Health Education	34	57	25	39	26	7	39
Multi-cultural	10	14	8	11	8	1	14
Night-time substance use prevention counseling	8	11	7	9	70	5	7
Safe Schools Appropriation	23	31	22	23	21	14	41
School Health Nurses	25	37	30	29	26	11	24
Sheriff's Department	31	49	29	37	27	20	48
Student Services	37	47	38	37	36	27	45
Teacher Induction Program	2	17	6	13	7	2	16
Teenage Parent Program	10	27	23	25	22	10	20
Other	6	6	4	6	3	2	7

C. Number of LEAs Reporting Local Community Collaboration

Local Community Collaborator	Advisory Council	ATOD Awareness	Early Intervention	Skills Training	ATOD Intervention and Referral	Re-entry	Violence Prevention/School Safety
Business Partners	33	26	12	14	5	2	22
Community colleges/universities	14	19	8	13	3	1	12
Community Service	7	15	8	7	6	2	7
Courts	13	19	16	8	22	18	14
DCF licensed providers	13	19	17	14	18	8	16
Drug-Free Communities grantee	18	24	12	17	11	4	17
Juvenile Justice Board	31	26	17	13	19	18	27
Law Enforcement	40	52	31	37	32	22	53
Local government	22	22	10	11	6	2	17
Local Coalition/Community Group	38	36	25	23	14	8	28
Local DCF office	12	14	15	10	14	8	11
Local media	11	27	4	6	0	0	19
Medical professionals	26	25	8	12	11	3	11
Nonpublic schools	18	28	17	21	11	3	23
Parents	50	39	22	25	19	6	31
Public health agencies	33	40	19	23	19	6	23
Public housing	2	6	1	2	1	0	5
Religious community	19	21	14	10	7	3	15
Service Learning	4	13	4	7	1	0	11
Shared Services Network	5	5	3	5	3	0	6
Urban League	2	2	1	2	1	0	2
Other	4	8	5	6	2	2	7

V. Public Reporting

District SDFS projects report to the public on three aspects of their program: 1) needs assessment; 2) the project program/activity plan; and 3) the School Environmental Safety Incident Report (SESIR) data and the results of other project evaluation activities.

District activities in these three areas are highlighted in the following tables.

A. Project Needs Assessment Information

Activity	Number of Districts Reporting Project Needs Assessment Information
Reported to the district SDFS advisory council through the project approval process	58
Reported to the district school board through the project approval process	57
Released to the media	30
Reported in school newsletters	24
Reported to school advisory councils/schools improvement teams	47

B. Project/Program Plans and Activities

Activity	Number of Districts Reporting Project/Program Plans and Activities
Reported to the district SDFS advisory council through the project approval process	58
Reported to the district school board through the project approval process	56
Released to the media	30
Reported in school newsletters	32
Reported to school advisory councils/schools improvement teams	47

C. School Environmental Safety Incident Report (SESIR) Data and the Results of Other Project Evaluation Activities

Activity	Number of Districts Reporting
Reported to the district SDFS advisory council through the project approval process	57
Reported to the district school board through the project approval process	53
Released to the media	33
Reported in school newsletters	20
Reported to school advisory councils/schools improvement teams	48

VI. Program Effectiveness

A. How Districts Assessed the Effectiveness of Their SDFS Programs

As mandated by the Principles of Effectiveness as found in Title IV, 21st Century Schools, Part A- Safe and Drug Free Schools and Communities, SEC.4115, of the No Child Left Behind Act of 2001, LEAs must periodically evaluate the accomplishments of their funded prevention programs in order to demonstrate a substantial likelihood of success. Furthermore, program evaluation activities are a mechanism providing LEAs with feedback on progress of program delivery and outcome objectives.

Forty-six districts conducted a program evaluation of at least one SDFS implemented program this school year. Sixty evaluations were conducted either in-house or by outside evaluators. Districts determined program effectiveness in a variety of ways. Many districts administered student ATOD use surveys as a method of program evaluation. Districts often administered pre-tests and post-tests to determine effectiveness of classroom instruction. Some districts determined effectiveness by tracking discipline referrals as well as ATOD district policy violations. Other districts conducted a baseline survey to compare with future survey results. All districts were encouraged to conduct not only an outcome evaluation but, to also include a process evaluation component as well. Program implementation with fidelity is key to successful outcome results.

Districts also used useful secondary data sources as a measure in which they can assess the success of their programs. Five of the most commonly used surveys are:

1. *The Florida Youth Substance Abuse Survey*

During the 2005-2006 school year, *the Florida Youth Substance Abuse Survey* was offered for the seventh year. This survey effort is a collaboration among Florida Departments of Health, Education, Children and Families, Juvenile Justice, and the Florida Office of Drug Control. The Department of Children and Families contracted with Rothenbach Research and Consulting, LLC, to conduct the survey. Sixty-five districts participated in *the FYSAS*. This survey collected data at the state and county level for the 2005-2006 school year. Over 57,000 students from 683 schools statewide participated. Results from this year's survey can be located at <http://www.dcf.state.fl.us/mentalhealth/publications/fysas/>

2. *The Florida Youth Tobacco Survey*,

During the 2005-2006 school year, *the Florida Youth Tobacco Survey* was offered for the seventh year. In the spring of 2006 the FYTS was administered to 33,112 middle school students and 29,325 high school students in 783 schools statewide. The various reports resulting from this year's data can be viewed at http://www.doh.state.fl.us/disease_ctrl/epi/FYTS/2004_FYTS.htm

3. *The School Environmental Safety Incident Report*

Every year the *School Environmental Safety Incident Reporting* system collects data on 21 incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year. Incidents are reported by schools to the districts which, in turn, provide the data to the DOE. The annual Statewide Report on School Safety and Discipline Data report includes an analysis of the SESIR and discipline data statewide, data totals and trends statewide, and totals and trends by individual districts. This information can be viewed at <http://www.fldoe.org/safeschools/sesir.asp>

4. *The Youth Risk Behavior Survey*

The National Center for Chronic Disease Prevention and Health Promotion conducts *the Youth Risk Behavior Survey* every two years. The latest data results are for the year 2005. State level data information on Florida can be viewed at http://www.doh.state.fl.us/disease_ctrl/epi/Chronic_Disease/YRBS/Reports.htm

5. *School Climate Survey*

School Climate Surveys are conducted every year within each district. Information collected is reported at the school level and the district level. Surveys can be located on district websites.

B. State Developed Goals and Their Progress

1. State Long Range Priority Goals

The Office of Safe Schools, Florida Department of Education (FDOE), is in the process of establishing new statewide goals for alcohol, tobacco and other drug (ATOD) use and violence prevention. The ATOD goals may be based upon a set of goals adopted by the State of Florida Office of Drug Control. The violence prevention goals will be based on School Environmental Safety Incident Report, the Florida Youth Substance Abuse Survey, and Youth Risk Behavior Survey data.

C. SDFS Project Goals and Outcome Objectives

1. Project Goals

All district SDFS projects are required to set project goals. In the 2005-2006 school year, districts set goals that spanned a six-year period, all of them ending on June 30, 2012. Since each of Florida's school districts was to perform a comprehensive needs assessment, they were encouraged either to create goals developed by their own districts.

Some examples of goals include:

1. By June 30, 2012, students in grades 6-12 will decrease their current use of alcohol by 35% as measured by the Florida Youth Substance Abuse Survey. The baseline statistic from the 2006 FYSAS is 34.1%.
2. By June 30, 2012, students in grades K-12 will decrease their number of reported incidents of fighting per 1,000 students. The baseline statistic from the 2005-2006 SESIR is 26.47 per 1,000 students.

2. Process and Outcome Objectives

Outcome objectives are required for every program that a district implements, proven as well as promising programs. Outcome objectives include a specified time frame, target population, proposed change, amount of change, data element, data source, and a baseline statement. Programs targeted at youth must include at least one objective measuring a change in behavior or attitude. To continue to use a specific promising program, a district must show positive growth towards their outcome objectives within two years. All districts are required to monitor progress towards both their proven and promising outcome objectives.

Some examples of outcome objectives include:

By June 30, 2006, to increase by 5% the percentage of students in grades 3-5 whose attitudes reflect a perception of ATOD use as harmful, as measured by the Growing Healthy Affective Survey of Attitude, Behavior, and Skills. 2004-2005 results indicate that 90.3% of the students surveyed reflected a perception of ATOD use as harmful/risky as measured by the Growing Healthy Affective Survey of Attitude, Behavior, and Skills.

By June 30, 2006, to decrease by 10% the number of fighting incidents per 1,000 students in grades K-12 as measured by the Franklin County School District Discipline Report (FCSDDR). According to the 2004-2005 FCSDDR, the number of fighting incidents per 1000 students in grades K-12 was 10.3.

VII. Appendices

Appendix A: 2005-2006 SDFS Total Allocations

District	LEA Project Award
Alachua	\$172,990
Baker	\$24,782
Bay	\$152,943
Bradford	\$24,516
Brevard	\$381,173
Broward	\$1,522,132
Calhoun	\$14,763
Charlotte	\$85,063
Citrus	\$93,359
Clay	\$123,894
Collier	\$206,541
Columbia	\$64,345
Miami-Dade	\$2,923,877
DeSoto	\$40,866
Dixie	\$16,285
Duval	\$801,115
Escambia	\$323,438
Flagler	\$41,967
Franklin	\$9,915
Gadsden	\$60,251
Gilchrist	\$17,559
Glades	\$9,943
Gulf	\$13,543
Hamilton	\$17,647
Hardee	\$41,710
Hendry	\$56,257
Hernando	\$109,823
Highlands	\$81,914
Hillsborough	\$1,099,731
Holmes	\$23,834
Indian River	\$80,875
Jackson	\$46,558
Jefferson	\$13,843
Lafayette	\$7,161
Lake	\$197,168
Lee	\$374,853
Leon	\$172,561
Levy	\$42,464
Liberty	\$7,918
Madison	\$23,657
Manatee	\$209,966
Marion	\$273,542
Martin	\$85,668
Monroe	\$44,586
Nassau	\$44,174
Okaloosa	\$139,984
Okeechobee	\$46,256
Orange	\$971,162
Osceola	\$223,593
Palm Beach	\$936,860

District	LEA Project Award
Pasco	\$301,995
Pinellas	\$662,677
Polk	\$531,617
Putnam	\$94,819
St. Johns	\$92,848
St. Lucie	\$203,934
Santa Rosa	\$112,932
Sarasota	\$181,235
Seminole	\$284,274
Sumter	\$46,460
Suwannee	\$38,641
Taylor	\$22,103
Union	\$11,854
Volusia	\$368,640
Wakulla	\$22,506
Walton	\$43,504
Washington	\$25,859
Florida A & M University Lab School	\$2,899
Florida Atlantic University Lab School	\$2,100
Florida School for the Deaf and the Blind	\$4,898
Florida State University Lab School	\$8,718
University of Florida Lab School	\$4,154
TOTAL	\$15,567,691

Appendix B: SDFS Program Coordinators during 2005-2006

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