



FLORIDA DEPARTMENT OF EDUCATION

Request for Application (RFA)

Bureau / Office:

K-12 Schools/Bureau of Student Assistance/Office of Safe and Healthy Schools

Project Title:

Safe and Drug-Free Schools (SDFS) Entitlement Project

Specific Funding Authority (ies)

CFDA #84.186, Federal Program, Title IV, section 4002, No Child Left Behind Act of 2001. – Safe and Drug-Free Schools

Funding Purpose

Section 4002, NCLB states that the purpose of this grant is: “to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement...”

Type of Award:

Entitlement

Total Funding Amount

\$12,261,007

Budget Period

July 1, 2006 – June 30, 2007

Performance Period

July 1, 2006 – June 30, 2007

Target Population

Students, school staff, school administrators, parents, and community members as deemed appropriate

Eligible Applicant(s)

School Districts, Developmental Research Schools, and the Florida School for the Deaf and Blind

Application Due Date

The due date refers to the date of receipt in Grants Management by the close of business on June 30, 2006. Facsimile and email submissions will not be accepted.

Complete applications must be submitted via web-based reporting system received by the close of business on **June 30, 2006**. **Project Application (DOE 100A) with original signature of the Superintendent must be submitted by this same date in order for the application to be consider received. Facsimile and email submissions of the DOE 100A will not be accepted.** The effective date of the application will be determined by the date the DOE 100A, with original signature is received by the Office of Grants Management.

Contact Persons

Project Application Support: Office of Safe and Drug-Free Schools, Brooks Rumenik, Educational Program Director, by phone at (850) 245-0416, Suncom 205-0416, or via email at Brooks.Rumenik@fldoe.org

Grants Management: Kinisha Murphy, Grants Specialist II, Office of Grants Management by phone at (850) 245-0731, Suncom 205-0731, or via email Kinisha.Murphy@fldoe.org

Technical Support with On-line Application: Safe and Drug-Free Program Staff at (850) 245-0416, Suncom 205-0416, or visit http://www.firn.edu/doe/besss/staff_assignments.html for regional managers.

Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- **34 CFR Part 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
- **applicable regulations of other Federal agencies; and**
- **state regulations and laws pertaining to the expenditure of state funds.**

In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.firn.edu/doe/comptroller/gbook.htm>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

NARRATIVE SECTION

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, request that each applicant for Federal funding provide a concise description of the steps proposed to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

Please Note: Due to the fact that this is an on-line application, applicants are required to maintain documentation at the local level which supports compliance with the requirements of the General Education Provisions Act. Documentation must include a concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details refer to URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>. NOTE: Upon completion of the on-line application, each applicant will be required to submit confirmation of compliance with this requirement. Assurance, including GEPA requirements are part of the "Print Application" function of the on-line application.

Project Design - Narrative

Section 4002 of the No Child Left Behind Act states that the purpose of this grant is: "to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement."

Programs funded must be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the schools served. Analysis of the conditions and consequences must include delinquency and serious discipline problems among students who attend such schools (including private school students who participate in the drug and/or violence prevention program). Needs must be prioritized and five year goals set to address these prioritized needs. In order to supplement the Prioritized Needs not being addressed, applicants must seek the assistance of outside professionals to provide additional programming or funding.

Applicants are required to complete a program profile for each SDFS funded program planned for implementation during the 2006-2007 year including type of program, target population(s), specific impact objectives, implementation protocol, and methods for program evaluation.

Support for Reading/Strategic Imperatives

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.

URL: http://www.fldoe.org/meetings/2005_01_18/StratPlanDetails.pdf

The Safe and Drug-Free Schools project supports the Florida Reading Initiative by providing a safe, violence-free, and drug-free environment that allows all students an opportunity to learn.

Dissemination/Marketing

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

The Safe and Drug-Free Schools project supports the Florida Reading Initiative by providing a safe, violence-free, and drug-free environment that allows all students an opportunity to learn.

Districts are required to submit annual progress reports which provide data and an analysis of the district's measurable, outcome objectives.

Districts are required to regularly report on project needs assessments, planning initiatives, program activities, and program evaluations to advisory councils, school improvement teams, and the school board. Districts are required to include parents in the development and administration of the district SDFS project.

Reporting Outcomes

Districts are required to submit annual progress reports which provide data and an analysis of the district's measurable, outcome objectives.

Funding Method

Federal Cash Advance – On-Line Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

FISCAL REQUIREMENT

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

School districts receiving funds under Title IV, No Child Left Behind may use not more than two percent (2%) of such funds for the cost of administering this program.

Conditions for Acceptance

The completed application must be submitted via the 2006-07 Title IV, Part A, Online Application. LEAs must also submit the Project Application Form (DOE 100A) with original signature of the district superintendent (preferably in blue ink) to Office of Grants Management:

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, Room 344
Tallahassee, Florida 32399-0400**

The on-line application requires all LEAs to complete all sections of the application. LEAs must press the final submit button in order for completed application to be sent to FDOE. The system will provide applicant with an electronic confirmation if application is submitted in accordance with instructions.

Funds shall be obligated no earlier than the date the Project Application Form (DOE 100A) with original signature is received by the Bureau of Grants Management or the effective date of the federal grant award, whichever is late. An application is considered to be in substantially approvable form when the DOE 100A, with original signature is received and the complete on-line project application is successfully submitted to the Florida Department of Education.

NOTE: Project Application Form (DOE 100A) signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

Method of Review

The on-line project application, including budget narrative shall be reviewed by FDOE staff in accordance with established project application review checklists and requirements set forth in the No Child Left Behind Act of 2001; applicable non-regulatory guidance and other applicable federal regulations and guidelines.

FLORIDA DEPARTMENT OF EDUCATION Project Application

TAPS Number

Please return to: Florida Department of Education Office of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: 2006-2007 Title IV, Safe and Drug-Free Schools (SDFS) Entitlement Project	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)
C) Total Funds Requested: \$ _____ <div style="text-align: center;"><i>DOE USE ONLY</i></div> Total Approved Project:	D) Applicant Contact Information	
	Contact Name: _____	Mailing Address: _____
	Telephone Number: _____	SunCom Number: _____
	Fax Number: _____	E-mail Address: _____
CERTIFICATION I, _____, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.		
E) _____ <div style="text-align: center;">Signature of Agency Head</div>		



Instructions for Completion of DOE 100A

- A.** If not pre-printed, enter name of the program for which funds are requested.
 - B.** Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.
 - C.** Enter the total amount of funds requested for this project.
 - D.** Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.
 - E. The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.
- **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.



A) _____
 Name of Eligible Recipient:

TAPS Number

B) _____
 Project Number: **(DOE USE ONLY)**

FLORIDA DEPARTMENT OF EDUCATION Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
C) TOTAL				\$



Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient.

B. (DOE USE ONLY)
COLUMN 1

FUNCTION: SCHOOL DISTRICTS ONLY:
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COLUMN 2

OBJECT: SCHOOL DISTRICTS:
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

OTHER AGENCIES:
Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3 - ALL APPLICANTS:

ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.

FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5

AMOUNT - Provide the budget amount requested for each object code.

C. TOTAL - Provide the total for Column (4) on the last page. Must be the same amount as requested on the DOE-100A or B.



STATE ASSURANCES FOR DISTRICT SAFE AND DRUG-FREE SCHOOLS PROJECTS

The school district provides an assurance that it complies with the following:

2% Cap on Administrative Costs: The district will not use more than 2 percent of its allocation for the administrative costs (which include indirect costs) as defined by section 80.3 of EDGAR, in carrying out its responsibilities under this project [NCLB 4114(a)(2)].

Program Development:

- (A) **Timely and Meaningful Consultation** - The district has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private, non-profit schools, teachers and other staff, parents, students, 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).
- (B) **Continued Consultation** - The district will, on an ongoing basis, consult with above mentioned representatives and organizations in order to seek advice regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.
- (C) **Design and Development** - To ensure timely and meaningful consultation, the district at the initial stages of design and development of a program or activity shall consult with appropriate entities and persons on issues regarding *the design and development of the program or activity, including efforts to meet the Principles of Effectiveness* [NCLB 4114(c)].

Principles of Effectiveness: The activities or programs in this project comply with the Principles of Effectiveness (POE) described in subsection 4115(a) of NCLB and foster a safe and drug-free learning environment that supports academic achievement [NCLB 4114(d)(1) and 4115(a)]. To comply with the standards set by the POE, programs and activities shall:

- (A) Be based on an assessment of objective data about the drug and violence problems in the schools and communities to be served, including an objective analysis of the current conditions and consequences regarding said drug and violence problems that is based on ongoing local assessment or evaluation activities;
- (B) Be based on performance measures aimed at ensuring that these schools and communities to be served have a safe, orderly, and drug-free learning environment;
- (C) Be based on scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use;
- (D) Be based on an analysis of the prevalence of risk factors, protective factors, buffers, assets; or other variables in schools and communities in the State identified through scientifically based research;
- (E) Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity;
- (F) Be evaluated periodically to assess its progress toward reducing violence and illegal drug use in schools to be served based on locally established performance measures; results shall be used:
 - (i) to refine, improve, and strengthen the program,
 - (ii) to refine the performance measures, and
 - (iii) shall also be made available to the public upon request, with public notice of such availability provided.

Public Review: The project application includes a request for a waiver of the requirement that programs or activities be based on scientifically-based research that provides evidence that the program will reduce violence and illegal drug use. The waiver process is found in Section V of this application and will be available for public review after submission of the application.

Wrong and Harmful: The drug and violence prevention programs supported under this project convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful [NCLB 4114(d)(6)].

Comprehensive Plan: The district has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- (A) **Discipline policies** - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution and sale of tobacco, alcohol, and other drugs by students;

- (B) **Security procedures** - Security procedures at school and while students are on the way to and from school;
- (C) **Prevention activities** - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments;
- (D) **Crisis management plan** - A crisis management plan for responding to violent or traumatic incidents on school grounds; and
- (E) **Code of Conduct Policy** - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that —
 - (i) allows a teacher to communicate effectively with all students in the class;
 - (ii) allows all students in the class to learn;
 - (iii) has consequences that are fair, and developmentally appropriate;
 - (iv) considers the student and the circumstances of the situation; and
 - (v) is enforced accordingly. *[NCLB 4114(d)(7)]*

Gun-Free Schools Act: The district is in compliance with section 1006.13(2), Florida Statutes, the State law required by subsection 4141(b)(1) of the federal Gun-Free Schools Act, which requires district school boards to adopt a zero tolerance policy requiring students found to have brought a firearm or weapon, as defined in chapter 790, Florida Statutes, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system. *[NCLB 4141(d) and 1006.13(2)(a), Florida Statutes]*

Parent Input: Parents were included in the development of this project application and programs and/or activities conducted under this project will include meaningful and ongoing consultation with, and input from, parents in the administration of the programs and/or activities. *[NCLB 4116(b)(1) and 4115(a)(1)(E)]*

Required Reports: The district will submit to the Florida Department of Education such information, and at such intervals, that the Department requires to complete the State Report required by the United States Secretary of Education including information on the prevalence of drug use and violence by youth in the schools and the community. Such information shall be made readily available to the public. *[NCLB 4116(b)(1)]*

Smoking within Indoor Facility: No person permits smoking within any indoor facility owned or leased or contracted for, and utilized by, such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children or of regular or routine health care or day care or early childhood development (Head Start) services. *[NCLB 4303(a) and (b)(1)]*

Supplement not Supplant: SDFS funds are used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under SDFS, be made available for programs and activities authorized under SDFS, and are in no case used to supplant such State, local, and other non-Federal funds. *[NCLB 4114(d)(4)]*

General Assurances: The district has on file with the DOE a single set of assurances, that provides that the district will --

- Administer programs in accordance with all applicable statutes, regulations, program plans, and this application;
- Assure that control of funds and title to property acquired with program funds will be in the district;
- Apply the proper methods in administering the funds and property to the extent required by the authorizing statutes;
- Adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- Cooperate in carrying out evaluations conducted by or for the DOE, the Secretary of the U.S. Department of Education, or other Federal officials;
- Use such procedures as will ensure proper disbursement of, and accounting for, Federal funds under this project;
- Submit reports to DOE that are required by the SEA and the U.S. Department of Education.
- Maintain such records, provide such information, and afford such access to the records as the SEA or USED may reasonably require;
- Afford opportunity for public comment on application and consider such comment prior to submission. *[NCLB 9306(a)]*

FEDERAL GUN-FREE SCHOOLS ACT LOCAL EDUCATION AGENCY ACTIVITIES SURVEY

Fiscal Year: 2005-2006

Select this box if this was a Gun-Free School Year for the entire _____ County School District. (If your school district was Gun-Free this year, please complete Section II of this survey only)

SECTION I: SCHOOL LEVEL DATA

1. School Incidents

Directions: You must complete this form for each school in which a student has been found to have brought a firearm to school or possessed a firearm as defined by Chapter 790, Florida Statutes at school during the 2005-2006 school year.

1a. Indicate the number of students who were found to have brought a firearm to school or possessed a firearm at school. Include all infractions in your answer.

School Level _____
(Elementary, Middle or High School)

Select a School _____

Number of Students who brought/possessed a Handgun _____
(Enter "0" if there are no students or "MD" for missing data)

Type of Handgun _____
(Enter NA for none, or "MD" for missing data)

Number of Students who brought/possessed a Rifle/Shotgun _____
(Enter "0" if there are no students or "MD" for missing data)

Type of Rifle/Shotgun _____
(Enter NA for none, or "MD" for missing data)

Number of Students who brought/possessed Other Firearm _____
(Enter "0" if there are no students or "MD" for missing data)

Type of Firearm _____
(Enter NA for none, or "MD" for missing data)

1b. How many of the incidences reported in Item 1a were terminated before an expulsion disposition? Provide an explanation for each incident reported in 1b. _____

Note: Any student found to have brought a firearm (as defined by Chapter 790, Florida Statutes) to school or possessed a firearm at school should be reported as an infraction, even if the expulsion is shortened or no penalty is imposed. Any incidents in which a student covered by the provisions of IDEA brought a firearm to school or possessed a firearm at school should also be included, even if it is determined that the incident is a manifestation of the student's disability. Modifications of the one-year expulsion requirement should also be reported in Question 2 of this report.

If a single student is found to have brought or possessed more than one firearm, report the student as a single incident. A note that explains the circumstances surrounding the incident, including the types of firearms that were removed from the student should be described in the data caveat section of this report.

If the same student is involved in more than one incident that involves bringing or possessing a firearm, each incident would be counted as one incident. A note explaining the circumstances surrounding the incident, including information about the disposition of that student, should be described in the data caveat section of this report.

2. Modified Expulsions

How many of the incidences reported in Item 1a were shortened to a term of less than one year by the Superintendent under the case-by-case modification provisions of Section 1006.13(2), Florida Statutes? _____

2a. Number of Modified Expulsions _____

2b. Number of Expulsions Not Modified _____

2c. Number of Non-Expulsions _____

- EXPLAIN (required) _____

3. Alternative Placements

How many of the incidences reported in Items 2a and Item 2b resulted in a referral of the student to an alternative school or program for the school listed in 1a? _____

3a. Number of Alternative Placements among students with modified expulsions: _____

3b. Number of Alternative Placements among students with expulsions NOT MODIFIED _____

4. Students With Disabilities

How many of the modifications reported in Item 2a were for students with and without disabilities as defined in Section 602(a)(1) of the IDEA (see below) for the school listed in 1a? _____

Note: The total figure shown in the table below should EQUAL the total number of modified expulsions reported in Item 2a.

4a. Number of Modifications were for disabled students _____

4b. Number of Modifications for students who are not disabled _____

Note: The GFSA explicitly states that the Act must be construed in a manner consistent with the Individuals with Disabilities Education Act (IDEA). Compliance with the GFSA can be achieved consistent with the IDEA as long as discipline of such students is determined on a case-by-case basis under the GFSA provision that permits modification of the expulsion requirement on a case-by-case basis. A student with a disability who brings a firearm to school, or possesses a firearm at school, may be removed from school for ten school days or less, and in accordance with State law, placed in an interim alternative educational setting that is determined by the student's individualized education program team, for up to 45 calendar days. If the student's parents initiate due process proceedings under the IDEA, the student must remain in that interim alternative educational setting during authorized review proceedings, unless the parents and school district can agree on a different placement. Before an expulsion can occur, the IDEA requires a determination by a group of persons knowledgeable about the student on whether the bringing of a firearm to school, or the possession of a firearm at school, was a manifestation of the student's disability. A student with a disability may be expelled only if this group of persons determines that the bringing of a firearm to school, or the possession of a firearm at school, was not a manifestation of the student's disability, and the school follows applicable IDEA procedural safeguards before the expulsion occurs. Under IDEA, students with disabilities who are expelled in accordance with these conditions must continue to receive educational services during the expulsion period. Under Section 602 (a)(1) of the IDEA, the term "children with disabilities" is defined as:
children --

- (i) with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments, including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and
- (ii) who, by reason thereof, need special education and related services

SECTION II: LEA COMPLIANCE WITH GUN-FREE SCHOOLS ACT (GFSA)

1. This is to assure that _____ County School District is in compliance with Section 1006.13(2)(a), FS, that requires that a student who brings a firearm to school, or possesses a firearm at school, be expelled for no less than a year. **Is your district in compliance with Section 1006.13(2)(a), Florida Statutes?**

Yes No

2. This is to assure that _____ County School District is in compliance with the requirement in Section 1006.13(2)(a), Florida Statutes, that a district have in place a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm to a school, or possesses a firearm at school. **Is your district in compliance with Section 1006.13(2), Florida Statutes?**

Yes No

DISTRICT SAFE AND DRUG-FREE SCHOOLS PROJECT COMPREHENSIVE PLAN

SECTION I: NEEDS ASSESSMENT

NCLB Requirement

Programs funded by Title IV, Part A, must be based on an assessment of objective data regarding the incidence of violence and illegal drug use in the schools served. Analysis of the conditions and consequences must include delinquency and serious discipline problems among students who attend such schools (including private school students who participate in the district drug and/or violence prevention programs).

1. School /Community Characteristics

1a. Identify several community characteristics and/or unique community features that impact student ATOD use and violence behavior. As appropriate, include community demographics (economic indicators, income levels, rural/urban settings, race/ethnicity...).

1b. The chart below indicates the number of schools and student enrollment in your district.

	Public Schools		Private, Non-Profit Schools	
	# of Schools	# of Students Enrolled	# of Schools	# of Students Enrolled
Elementary				
Middle				
High				
Combination Schools				
TOTAL				

*Combination schools combine grades across levels (e.g.: grades K-8 housed in one school site)

2. County-/State-level Student Behavior Trend Data

To help identify prevention needs, county level SESIR and FYSAS district-level data are provided below.

SESIR Data																		
Selected Incidents (per 1000 students) - county aggregate																		
Year	Fighting			Battery			Threat/ Intimidation			Sexual Harassment			Weapons Possession			ATOD		
	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS	ES	MS	HS	A	T	D
2001-2002																		
2002-2003																		
2003-2004																		
2004-2005																		

Discipline (per 1000 students) - county aggregate						
Year	In-School Suspensions Elementary	Out-of-school Suspensions Elementary	In-School Suspensions Middle	Out-of-School Suspensions Middle	In-School Suspensions High	Out-of-School Suspensions Grades High
2001-2002						
2002-2003						
2003-2004						
2004-2005						

FYSAS Data

	Grades 6-8				Grades 9-12			
	2000	2002	2004	2004 (SA)*	2000	2002	2004	2004 (SA)*
30 Day Prevalence Rates (%) for:								
Alcohol								
Binge Drinking								
Cigarettes								
Smokeless Tobacco								
Marijuana								
Any Illicit Drug Other Than Marijuana								
Mean Age of First Use for:								
Cigarettes								
Marijuana								
Alcohol (more than a sip)								

*State Average

3. School-level Student Behavior Data Sources

Provide the names of any local-level objective data sources that can be used to identify SDFS prevention needs in your district. **For each source listed, provide a brief explanation of what the data source measures.**

4. Prioritized List of Needs

List 3-7 needs in order of priority. Provide rationale that justifies the identified need by including: (a) the data indicator(s) used; (b) name and year(s) of data source(s); and (c) a trend and/or comparison analysis. Begin with school-level data whenever possible. List needs in terms of student behavior, direction of change, and specific target population. If a need is not justified by the data, provide a rationale for its priority.

Priority	Student Behavior	Direction of Change	Target Population
Need #1			
Rationale (200 word limit)			

SECTION II: DISTRICT-DEVELOPED GOALS

NCLB Requirement

Programs funded by Title IV, Part A funds must be based on performance measures aimed at ensuring that recipient schools and communities have a safe, orderly, and drug-free learning environment. Performance measures, thus, must include goals that relate to reducing violence or drug use. Recipients may also adopt goals related to changing attitudes that are predictors of or precursors to youth drug use or violent behavior or goals related to the quality of program implementation.

Write your own district developed long-term goals (terminating June 30, 2012) that will specifically address your district's identified needs. Include a minimum of one violence prevention goal and one ATOD goal.

District Goal #1:

Date: June 30, 2012
Target Population:
Direction of Change:
Amount of Change:
Data Element:
Baseline –Year:
Data Source:
Statistic:

District Goal #2:

Date: June 30, 2012
Target Population:
Direction of Change:
Amount of Change:
Data Element:
Baseline –Year:
Data Source:
Statistic:

SECTION III: COLLABORATIONS

Provide the following information regarding the groups with whom you are collaborating. A collaboration is a joint effort between the local school district and another funding source/agency; no SDFS funds are used in implementing these collaborations. **Identify at least 3 and a maximum of 5 collaborators. Complete this form for each group with whom you will collaborate during the 2006-07 school year.**

1. Agency Name:

2. Program Title (explain acronyms):

3. Type of Collaborator:

<u>Federal</u>	<u>State</u>	<u>Local</u>
<input type="checkbox"/> Title I	<input type="checkbox"/> Dropout Prevention	<input type="checkbox"/> Community Coalition (identify by name): _____
<input type="checkbox"/> Title II	<input type="checkbox"/> Department of Juvenile Justice	<input type="checkbox"/> Law Enforcement
<input type="checkbox"/> Title IV (21 st Century)	<input type="checkbox"/> Coordinated School Health Program	<input type="checkbox"/> County Government
<input type="checkbox"/> Title V	<input type="checkbox"/> Department of Health Grantee	<input type="checkbox"/> County Health Department
<input type="checkbox"/> School-to-Work	<input type="checkbox"/> Department of Children and Families Prevention Partnership Grantee	<input type="checkbox"/> Community-Based Organization
<input type="checkbox"/> CSAP		<input type="checkbox"/> Service Clubs: identify by name: _____
<input type="checkbox"/> Safe Drug Free Community (SDFC)	<input type="checkbox"/> Other (<i>Describe</i>) _____	<input type="checkbox"/> Other District Program (<i>Describe</i>) _____
<input type="checkbox"/> Other (Describe) _____		

4. Type of program

<input type="checkbox"/> ATOD-Use Prevention	<input type="checkbox"/> Violence Prevention	<input type="checkbox"/> Parent Involvement
<input type="checkbox"/> School-wide Climate	<input type="checkbox"/> Student Discipline	<input type="checkbox"/> Other, If other please specify _____

5. Specify the prioritized need(s) identified in Section I that are addressed through this program.

6. Primary Target Group(s) to Be Served: (List specific grade levels)

	<u>Elementary</u>	<u>Middle</u>	<u>High</u>
Students	_____	_____	_____
School Staff	_____	_____	_____
Parents	_____	_____	_____
Private, Non-Profit	_____	_____	_____
Other _____	_____	_____	_____
Total schools served	_____	_____	_____

7. Describe the program activities/strategies implemented through this collaboration.

SECTION IV: PARENT INVOLVEMENT

Programs funded by Title IV, Part A, must include meaningful and ongoing consultation with and input from parents in the development of the application and administration of programs and/or activities.

Provide a narrative for following questions.

1. Program Planning

1a. How will parents/families be made aware of opportunities to assist in the planning and implementation for violence and drug prevention activities?

1b. What opportunities are available for parents/families to participate in the planning and implementation for violence and drug prevention activities?

2. Program Participation

2a. How will parents/families be made aware of opportunities available to them in professional development, trainings or workshops in the area of violence and drug prevention activities?

2b. What opportunities are available for parents/families to participate in professional development, trainings or workshops for them in the area of violence and drug prevention or child behavior management?

SECTION V: PROGRAM ACTIVITY PROFILE*

NCLB Requirement

Programs funded by Title IV, Part A must be based on scientific research that provides evidence that the program will reduce violence and illegal drug use. A LEA may apply to the State for a waiver to allow innovative activities or programs that demonstrates substantial likelihood of success. This waiver process is addressed in Item 2.

Complete one Program Profile for **each** SDFS funded program you plan on implementing during the 2006-2007 year.

1. Program Name*: _____

** If you are using a program on the Proven Programs Inventory, skip to Question #3.*

2. Provide the following information for all other programs not on this list.

2a. Is this a district-developed or commercially-developed program?

District-Developed or Commercially-Developed

2b. Provide:

- A brief program description;
- The rationale for using this program;
- At least two primary scientifically-based research strategies implemented in this program (e.g. social skills training, mentoring, peer leaders, etc.). Include bibliographic citations from peer review articles published within the last 10 years for each strategy listed. (If you are unsure of what strategies to list, contact your program developer.)

2c. If this program has been evaluated in your district, please provide:

- A *brief* summary of the most recent evaluation results demonstrating measurable program outcomes or other data about program effectiveness;
- The year of the most recent evaluation.

3. Type of Program: (check all that apply)

ATOD-Use Prevention Violence Prevention Parent Involvement
 School-wide Climate Student Discipline Other, if other please specify _____

4. Prioritized Need(s)

Specify the prioritized need(s) identified in Section I that are addressed through this program.

5. Primary Target Group(s) to be served:

	Elementary						Middle			High			
	K	1	2	3	4	5	6	7	8	9	10	11	12
Students													
School Staff													
Parents													
Private, Non-profit													
Other													
If other, specify:													
Total Schools Served													

6. Targeted Changes (check all that apply):

Attitude Behavior/Skills Knowledge Perceptions

7. Implementation Plan for this Program

7a. In how many schools, in what grade(s) specifically, and during what time period or content area will the program be implemented?

7b. Who will be responsible for delivering program activities and services directly to students?

7c. How will personnel directly responsible for delivering program curriculum and activities be trained? **7c.**

7d. Has this program been implemented in your district in the past (regardless of funding source)? If so, provide a brief history describing the number of years implemented, program expansion, program sustainability, etc.

7e. If program was used in past years, identify any challenges with program implementation that schools experienced; and, identify any strategies that will be used to improve program implementation for the 2006-2007 school year.

7f. What tracking forms (implementation checklist, report form, or other monitoring instrument) will be used to assess accountability of program implementation at the classroom level and at the school level? In the text box below, clearly provide the title of each instrument and state its purpose. In addition, upload a copy of each instrument.

7g. Who at the school level will be responsible for filling out the above tracking form(s)?

7h. When will the above specified school-wide tracking form be turned in to the SDFS Coordinator?

8. Program Evaluation*

NCLB Requirement

Programs funded by Title IV, Part A funds must be evaluated periodically against locally-selected performance measures. Results will be used to refine, improve, and strengthen the program and will be made available to the public.

8a. If not already addressed in question 2c, please answer the following: Has this program been evaluated within your district in the past? If so, when (identify year)?

8b. Do you intend to formally evaluate this program in the 2006-2007 school year? Yes No

8c. Will you use an outside evaluator? Yes No

*All program evaluation plans for the 2006-2007 school year will be due to Meena Harris, Program Manager/Coordinator of Research by September 30, 2006.

9. Program Specific Objectives

Program performance measures should be directly related to the results of the program and linked to the district's established goals.

Provide at least one program outcome objective that measures a change in student behavior or attitude.

(Program outcome objectives include performance measures that relate to reduced violence or drug-use, changing attitudes that are predictors of or precursors to youth drug abuse or violent behavior.)

(Duplicate as necessary)

Program Outcome Objective #1:	
Date:	
Target Population:	
Direction of Change:	
Amount of Change:	
Data Element:	
Baseline- Year:	
	Data Source:
	Statistic:

Provide at least one program process (implementation) objective that measures fidelity of program delivery. (Program process objectives should include performance measures that relate to the fidelity of program implementation.) (Duplicate as necessary)

Program Process Objective #1:	
Date:	
Target Population:	
Direction of Change:	
Amount of Change:	
Data Element:	
Baseline- Year:	
	Data Source:
	Statistic:

10. Program Specific Expenses

10a. List all costs specifically related to the program (e.g., materials, supplies, program teacher training, teacher stipends, substitute teachers...)

10b. Provide a mathematical breakdown of any line item that exceeds \$2,000 except for line items that are for one employee's salary/benefits, or for consultant services to conduct evaluations/ needs assessments/trainings.

PROGRAM SPECIFIC EXPENSE WORKSHEET

Function	Object	Account Title and Narrative	FTE	Amount
TOTAL				

SECTION VI: GENERAL PROJECT COORDINATION EXPENSES

11a. List all general project coordination program expenses (e.g. coordinator salaries, needs assessment consultants, travel to state meetings and conferences...).

11b. Provide a mathematical breakdown of any line item that exceeds \$2,000 except for line items that are for one person's salary/benefits or for consultant services to conduct evaluations/needs assessments/ training, etc.

11c. If funds are to be transferred to another Title, provide the *name* of the Title to which the funds are to be transferred. Also, provide the amount of funding that is to be transferred. Districts are allowed to transfer up to 50% of SDFS allocation to another federal Title.

GENERAL PROJECT COORDINATION EXPENSES WORKSHEET

Function	Object	Account Title and Narrative	FTE	Amount
		TOTAL		

Preliminary District Allocations

District #	District Name	Title IV
1	Alachua	\$127,939
2	Baker	\$17,870
3	Bay	\$116,958
4	Bradford	\$17,710
5	Brevard	\$287,876
6	Broward	\$1,211,427
7	Calhoun	\$10,374
8	Charlotte	\$64,830
9	Citrus	\$72,299
10	Clay	\$93,766
11	Collier	\$157,820
12	Columbia	\$50,130
13	Miami-Dade	\$2,355,800
14	DeSoto	\$30,209
15	Dixie	\$12,001
16	Duval	\$614,121
17	Escambia	\$242,103
18	Flagler	\$34,242
19	Franklin	\$7,020
20	Gadsden	\$42,672
21	Gilchrist	\$12,533
22	Glades	\$7,207
23	Gulf	\$9,593
24	Hamilton	\$12,277
25	Hardee	\$30,367
26	Hendry	\$40,562
27	Hernando	\$90,854
28	Highlands	\$60,262
29	Hillsborough	\$888,409
30	Holmes	\$17,226
31	Indian River	\$62,356
32	Jackson	\$33,018
33	Jefferson	\$9,595
34	Lafayette	\$5,482
35	Lake	\$152,786
36	Lee	\$293,555
37	Leon	\$131,151
38	Levy	\$30,980
39	Liberty	\$5,855
40	Madison	\$16,217
41	Manatee	\$164,806
42	Marion	\$218,652
43	Martin	\$61,035
44	Monroe	\$32,253
45	Nassau	\$32,541
46	Okaloosa	\$107,304
47	Okeechobee	\$33,565

48	Orange	\$788,118
49	Osceola	\$193,673
50	Palm Beach	\$733,680
51	Pasco	\$254,883
52	Pinellas	\$528,117
53	Polk	\$420,187
54	Putnam	\$69,349
55	St. Johns	\$70,257
56	St. Lucie	\$158,094
57	Santa Rosa	\$85,282
58	Sarasota	\$138,422
59	Seminole	\$225,682
60	Sumter	\$33,889
61	Suwannee	\$29,480
62	Taylor	\$15,619
63	Union	\$8,743
64	Volusia	\$293,133
65	Wakulla	\$16,754
66	Walton	\$33,463
67	Washington	\$18,759
68	FSDB	\$4,441
69		
70		
72	FAU Lab (A.D.)	\$1,988
73	FSU Lab	\$6,212
74	FAMU	\$2,090
75	UF School (P.K.)	\$3,088
76		
	TOTAL	\$12,261,007