



Attachment 11



Title IV, Part A Safe And Drug Free Schools And Communities

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: <u>St. Mary's County Public Schools</u> Fiscal Year <u>2005</u> Title IV-A, SDFSC Coordinator: <u>Kathleen Lyon</u> Telephone: <u>301-475-5511, opt. 2</u> E-mail: <u>kmlyon@smcps.org</u>
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A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table 11-1 below.

Table 11-1 SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PERFORMANCE GOAL, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
Performance Goal 4: All schools will be safe, drug free, and conducive to learning.	4.1 The number of persistently dangerous schools, as defined by MSDE. 4.2 The level of substance abuse in middle and high schools, according to the Maryland Adolescent Survey. 4.3 The number of school suspensions and expulsions, by offense.	By the end of SY 2006-2007, there will be no persistently dangerous schools. By the end of SY 2006-2007, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%. By the end of SY 2006-2007, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%. Note: The baseline year is SY 2002-2003.

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A-1. ANNUAL PROGRESS. Using the format in Table 11-1A below, provide a current analysis of the LSS progress toward meeting each of the performance targets. LSSs should use this analysis in conjunction with an annual needs assessment to determine the range of drug and violence prevention programs and activities for Title IV-A funding.

Table 11-1A		Performance Goal 4: All schools will be safe, drug free, and conducive to learning.	
Performance Indicators	Performance Targets	Targets for FY 2004 (SY 2003-04)	FY 2004 Progress (SY 2003-04)
4.1 The number of persistently dangerous schools, as defined by MSDE.	By the end of SY 2006-2007, there will be no persistently dangerous schools.	Reduce the number of persistently dangerous schools from <u>0</u> to <u>0</u> .	The number of persistently dangerous schools was reduced from <u>0</u> to <u>0</u> .
4.2 The level of substance abuse in middle and high schools, according to the Maryland Adolescent Survey.	By the end of SY 2006-2007, reduce "cigarettes," "any form of alcohol," and "any drug other than alcohol or tobacco" use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%.	<p>Reduce "cigarette" use in :</p> <p>6th grade (from <u>2.3%</u> to <u>2.2%</u>) 8th grade (from <u>6.6%</u> to <u>6.4%</u>) 10th grade (from <u>15.1%</u> to <u>14.6%</u>) 12th grade (from <u>28.2%</u> to <u>27.3%</u>)</p> <p>Reduce "any form of alcohol" use in:</p> <p>6th grade (from <u>5.5%</u> to <u>5.3%</u>) 8th grade (from <u>18.9%</u> to <u>18.3%</u>) 10th grade (from <u>38.2%</u> to <u>37.0%</u>) 12th grade (from <u>47.4%</u> to <u>46.0%</u>)</p> <p>Reduce "any drug other than alcohol or tobacco" use in:</p> <p>6th grade (from <u>4.1%</u> to <u>3.9%</u>) 8th grade (from <u>14.3%</u> to <u>13.9%</u>) 10th grade (from <u>25.8%</u> to <u>25.0%</u>) 12th grade (from <u>28.3%</u> to <u>27.5%</u>)</p>	<p>Reduced "cigarette" use in:</p> <p><i>Results to be determined by the 2004 MAS</i></p> <p>Reduced "any form of alcohol" use in:</p> <p><i>Results to be determined by the 2004 MAS</i></p> <p>Reduced "any drug other than alcohol or tobacco" use in:</p> <p><i>Results to be determined by the 2004 MAS</i></p>

<p>4.3 The number of school suspensions and expulsions, by offense.</p>	<p>By the end of SY 2006-2007, reduce the number of suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p>Note: The baseline year is SY 2002-2003</p>	<p>Reduce suspensions & expulsions for:</p> <p>Classroom disruptions (from <u>293</u> to <u>284</u>, a 3% decrease)</p> <p>Insubordination (from <u>188</u> to <u>182</u>, a 3% decrease)</p> <p>Refusal to obey school policies/regulations (from <u>490</u> to 475, a 3% decrease)</p>	<p>Reduced suspensions & expulsions for:</p> <p>Classroom disruptions (from <u>293</u> to <u>308</u>, a 5% increase)</p> <p>Insubordination (from <u>188</u> to <u>167</u>, an 11% decrease)</p> <p>Refusal to obey school policies/regulations (from <u>490</u> to <u>742</u>, a 51% increase)</p> <p>Possible reasons for any increases in suspension expulsion data:</p> <ul style="list-style-type: none"> • Resource officers were pulled from the high schools • Increases in enrollment at the school with the highest number of disruptions • New administration at the school with the highest number of disruptions
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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)]. For all allowable activities that will be implemented,

(a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
<p>1.1 Age appropriate and developmentally based activities that –</p> <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b)(2)(A)]. <p>Note: For curriculum programs and activities, complete information in Part D, Table 11-2.</p>	<p>Substance Abuse Program K-12 taught as a component of Comprehensive School Health. August 2004 – June 2005</p> <p>August 2004-June 2005 Curriculum Development and Staff Development.</p> <p>September 2004 – March 2005 in servicing of new staff and coordination of substance abuse education programs by Health Resource Teacher.</p> <p>Instructional materials August – December 2004</p> <p>Drug Abuse Resistance Education August 2004 – June 2005</p> <p>Kids in Court Program for Grade 5 August 2004 – June 2005</p>	<p>\$17,084.00</p> <p>\$9,240.00</p> <p>\$9,028.00</p> <p>\$2,190.00</p>	<p>\$4,271.00</p> <p>\$2,310.00</p> <p>\$3,339.00</p> <p>\$810.00</p>
<p>1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].</p>	<p>St. Mary's County School Health Council Fall 2004 and Spring 2005 meetings</p> <p>St. Mary's County Alliance for Alcohol and Drug Abuse Fall 2004 and Spring 2005 meetings</p> <p>Family Life and Human Development Advisory Committee, September 2004 – December 2004</p>	<p>\$0</p>	<p>\$0</p>
<p>1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b)(2)(C)].</p>	<p>St. Mary's County Alliance for Alcohol and Drug Abuse</p>	<p>\$0</p>	<p>\$0</p>
<p>1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b)(2)(E)(i)].</p>	<p>St. Mary's County Alliance for Alcohol and Drug Abuse Monthly meetings</p>	<p>\$0</p>	<p>\$0</p>

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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	In service training provided to teaching staff by Health Resource Teacher, September 2004 – March 2005 CPR Training National Student Assistance Conference, March 2005 Southern Maryland Pupil Services Consortium	\$250.00 \$2,900.00 \$3,000.00	
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].	Drug Abuse Resistance Education pre and post test. Annual suspension and expulsion data. Analysis of Maryland Adolescent Survey data, spring/summer 2005 High School Health end of course examination (SCASS- HEAP)	\$1,000.00	
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].			
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].	Expansion of peer mediation program from 2 to 7 schools. Fall 2003 and Spring 2004 training. Schools identified by use of suspension data	\$1,722.00	
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b)(2)(E)(ix)].	After school detention in lieu of suspension for middle school students. Saturday school in lieu of suspension for high school students. Implementation August 2004.	\$10,188.00	
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b)(2)(E)(xii)].			

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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b)(2)(E)(xi)].	Drug Abuse Resistance Education Program. August 2004 – June 2005 Health education program . August 2004 – June 2005	See 1.1	
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].	Maryland Student Assistance Program Training for new members, November 2004 Chairpersons meeting September 2004.	\$1,098.00	
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].	Substance Abuse Program K-12 taught as a component of Comprehensive School Health. August 2004 – June 2005 In servicing of staff in conflict resolution and de-escalation techniques. Dates Sexual Harassment training (August 2004-June 2005)	\$16,490.00	\$4,271.00
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b)(2)(E)(xv)].	De-escalation training for all staff Fall 2004 Crisis Team Training Fall 2004	\$3,400.00 \$500.00	
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			
1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b)(2)(E)(xix)].			

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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

1. Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].	Maintain Positive Behavior Intervention and Supports Program in selected schools. Schools identified on suspension data related to violence and includes two schools identified as in need of improvement. August 2004 – June 2005	\$4,500.00	
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b)(2)(E)(xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b)(2)(E)(xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b)(2)(E)(xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b)(2)(E)(xviii)].			
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR PROGRAM ACTIVITIES		\$82,594.00	\$15,001.00

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B. ALLOWABLE ACTIVITIES [Section 4115(b)(2)], Continued.

2. Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), <u>only if funding for these activities is not received from other federal agencies.</u>			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b)(2)(E)(ii)].	Personal radios (walkie-talkies) at selected school sites September 2004	\$920.00	
2.2 *+Reporting criminal offenses committed on school property [section 4115(b)(2)(E)(iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].	Implement Safe Schools Task Force Report	\$200.00	
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
SUBTOTAL -- TITLE IV-A FUNDING AMOUNTS FOR SECURITY MEASURES		\$1,120.00	\$0
		(82,594.00)	(15,001.00)
INDIRECT RECOVERY COSTS		\$1,597.00	
TOTAL -- TITLE IV-A FUNDING AMOUNTS		\$85,311.00	\$15,001.00

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C. SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS. Using the format in Table 11-2 below, provide a brief description of the research based curricula and programs that will be implemented. *Use separate pages as necessary for descriptions.* (NOTE: Under section 4115(a)(3), MSDE may waive the scientifically based research requirement in instances where a school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition. Complete Section F, Table 11-3 to request a waiver for curriculum/programs being funded by Title IV, Part A that do not meet the scientifically based research criteria.)

TABLE 11-2	SCIENTIFICALLY BASED RESEARCH CURRICULUM AND PROGRAMS		
Grade	Curriculum/Program <i>(Life Skills, Here's Looking At You, Second Step, etc.)</i>	Number of Hours	Subject in which Taught (Health, English, etc.)
K	A-Growing healthy B-Maryland School Assistance Program (MSAP) C-Positive Behavior Intervention & Supports (PBIS) D-Second Step	17 Ongoing Ongoing Ongoing	Science School-wide School-wide Guidance
1	A-Growing Healthy B-PBIS C-Second Step	11 Ongoing Ongoing	Science School-wide Guidance
2	A-Growing Healthy B-PBIS C-Second Step	10 Ongoing Ongoing	Science School-wide Guidance
3	A-Growing Healthy B-PBIS C-Second Step	14 Ongoing Ongoing	Science School-wide Guidance
4	A-Growing Healthy B-PBIS C-Second Step	15 Ongoing Ongoing	Science School-wide Guidance
5	A-D.A.R.E. B-PBIS C-Second Step	15 Ongoing Ongoing	Science School-wide Guidance
6	A-Project Alert B-PBIS	6 Ongoing Ongoing	Science School-wide
7	A-Project Alert B-Project TNT C-PBIS	5 10 Ongoing	Science Family & Consumer Science School-wide
8	A-Project Alert Booster B-Project TNT Booster C-PBIS	3 3 Ongoing	Physical Education Physical Education School-wide
9	A-PBIS B-Second Step	Ongoing 10	School-wide
10	A-PBIS	Ongoing	School-wide
11	A-PBIS	Ongoing	School-wide
12	A-PBIS	Ongoing	School-wide

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D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501].

1. Participating Schools (See Attachment 6-B)
2. Describe the school system's process for providing equitable participation to students in private schools:

Each year a written invitation is extended to representatives from the non-public schools to attend a meeting of all non-public schools interested in participating in the services and programs provided by Safe and Drug-Free Schools and Communities grant. During this meeting an overview of the proposed programs and associated schedules is provided so that participants may confirm their involvement. Furthermore, requests for additional support are discussed in response to identified needs. Consensus on what programs and services can be provided through the grant is obtained and schedules and programs are finalized accordingly. Details of these programs are then provided to the non-public schools through written communication. Equitable participation is provided on the expressed need of the individual schools. No differences exist in the services provided the non-public schools except in circumstances when the non-public schools chose not to participate in programs developed by the public schools system or when regulation prevents equity such as in the reimbursement of substitute teacher pay to enable teachers to attend county in-services.

E: **Safe and Drug-Free Schools Program Narrative 2004-2005**

In accordance with COMAR 13A.04.18.02(B) which requires instruction in the consequences of the non-use, use and abuse of tobacco, alcohol and other drugs a K-12 prevention curriculum is in place in the St. Mary's County Public Schools. The classroom teacher, who is regularly supported by the school nurse, delivers this curriculum. Teachers new to the system or to a grade level are in-serviced by the health resource teacher prior to the implementation of each course. Sixty percent (\$42,712) of the Health Resource position is paid through this grant, with this staff member being involved in the implementation of the majority of the following programs. Materials of Instruction to support substance abuse and safety education are reflected in this grant (11,550)

The targeting of funds has been determined by a number of keys factors. Given that the number of student suspensions increases significantly once students enter larger schools at the secondary level, programs have first been put in the place at the elementary levels in order to help prepare students for the challenges currently facing them as well as those ahead. The DARE program, Project Second Step, Character Education programs, and School Climate programs such as Positive Behavior Intervention and Support, have been introduced at the elementary level and will be expanded system wide as funding becomes available. All students can benefit from these worthwhile programs. However, schools where data indicates a greater need are given priority when new programs are introduced.

Programs at the secondary level build on the elementary school programs and address peer mediation, as well as providing alternatives to suspension. Suspension data for a variety of violations is reviewed, along with results from the Maryland Adolescent Survey to determine each school's need. However, being a relatively small system it is often possible to adopt a systemic approach to training staff and introducing programs county wide to address identified problems. When this is not possible, a single school is often chosen to pilot a program and the results studied before a decision is made to expand the program.

All schools have received training in the implementation of the Maryland Student Assistance Program, and new staff is in-serviced on a needs basis. This program allows for the early identification of students at risk and provides targeted students and their parents/guardians with opportunities for intervention. The program focuses on educating as well as counseling. St. Mary's County is unique in providing this service at the elementary school level. We budgeted for 15 substitutes for a one day training (\$1,098) to assist in the identification of students with direct or indirect alcohol or substance abuse problems. The data collected from this program supports the identification of students and the referrals to appropriate agencies for assistance.

Positive Behavioral Interventions and Supports (PBIS) is a systems' approach to enhancing the capacity of schools to adopt and sustain the use of effective practices for all students. PBIS uses a team-based process for systemic problem-solving and planning. An amount of \$4,500 will be used to support this effort for supplies and materials. The infusion of PBIS in the schools has shown a decrease in office referrals and suspensions.

The overarching goal of the Drug Abuse Resistance Education (D.A.R.E.) program is to significantly reduce/eliminate the use of alcohol, tobacco, and other drugs (ATOD) and the use

of violent behavior by young people. The program is offered in the fifth grade in both the public and non-public schools participating in the program. \$12,367 is budgeted for workbooks, incentives and supplies to support the delivery of the program. As an extension of D.A.R.E. students visit the Juvenile Court while it is in session. \$3,000 is budgeted to transport the students.

Peer mediation teaches students appropriate ways to resolve conflicts or disagreements with the support of trained peers who manage the mediation. We have budgeted an amount of \$400.00 at four schools (\$1,722 inclusive of fixed charges)) to include salaries/wages for peer mediation facilitators. Data supports successful training of peer mediators.

“Alternatives to Suspension” is a program designed for secondary school students as an alternative to suspension from school. This includes attendance on Saturdays and/or after school. We have budgeted for salaries and wages at eight secondary schools in the amount of \$10,188 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. In the schools that provided this program, the data supports a decrease in out-of-school suspensions, keeping disruptive students in school as an alternative to suspension.

Non-violent crisis intervention focuses on restraining students whose behaviors have escalated to an unsafe level. We have budgeted for training of two staff members at \$1,500 per person (\$3,000) to support continued restraint team training. \$920 has been allocated for the purchase of walkie-talkies for in-school communication, critical during times of crisis. As part of this de-escalation initiative, training of all school staff will focus on decreasing the scope and intensity of potentially aggressive behaviors. Funds (\$400) will support printed materials highlighting key steps and strategies. With this new initiative, data will be collected at the end of the 2004-2005 school year. \$500 is budgeted for Crisis Team Training and \$200 for materials to support the Safe Schools Task Force.

Annual training for all staff includes Blood Borne Pathogens (BBP), child abuse/sexual harassment, and suicide prevention. Cardio Pulmonary Resuscitation CPR/FA training is offered annually to all staff. We have budgeted \$250 to support necessary materials for CPR certification.

The Southern Maryland Student Services consortium is composed of personnel from the Pupil Services' department in three southern Maryland school districts, Calvert, Charles and St. Mary's county. This consortium provides pupil services staff in these school systems with broader knowledge, skills, and professional growth opportunities in the area of pupil personnel. The three school systems work collaboratively and cooperatively to develop prevention and intervention plans and programs to be implemented in their schools. The Southern Maryland Pupil Services Consortium conducts annual staff development activities and trainings in order to keep staff abreast of current information in guidance and counseling, school psychology, pupil personnel matters and school health issues. We budgeted for \$3000 to cover accommodations for a team of pupil services staff.

The State Collaborative on Assessment and Student Standards (SCASS) Health Education Assessment Project (HEAP) was started in 1993 to identify and develop assessment measures in the area of health education. \$1,000 is budgeted to support the state's annual membership of

SCASS so that we may access in excess of 1400 tests items for end of course and unit assessments that are aligned with the National Health Education Standards.

Funds have been allocated for two staff members (Supervisor of Pupil Services and Health Resource Teacher/School Guidance Counselor/Coordinator of School Health Services) to attend the National Student Assistance Conference which focuses on the development and maintenance of safe learning environments. (\$2,900).

Safe and Drug-Free Schools Program Narrative 2004-2005

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Indirect Cost Recovery <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools		\$79,837 + 2%	\$1,597.00		\$1,597.00
Salaries and wages (G) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education (60%)	60% estimated total salary	\$36,357.00		\$36,357.00
Fixed Charges (H) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Instructional Resource Teacher/ K-12 Health Education	60% estimated total fixed charges	\$6,355.00		\$6,355.00
Salaries and Wages (A) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement MSAP (Subs)	17 x \$60	\$1,020.00		\$1,020.00
Fixed Charges (B) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement MSAP (Subs)	\$1,020 x 0.0765	\$78.00		\$78.00
Supplies and materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement DARE/Kids In Court	DARE workbooks 1500 x \$1 T-Shirts 1,500 x \$4 Incentives 2,000 x \$2 Cardstock 1 x \$50 Shipping	\$1,500.00 \$6,000.00 \$4,000.00 \$50.00 \$817.00		\$12,367.00
Other contracted Services (J) (Buses) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement DARE/Kids In Court	30 trips x \$100/trip	\$3,000.00		\$3,000.00
Other supplies and materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement PBIS in identified schools (Incentives)	9 x \$500	\$4,500.00		\$4,500.00
Other contracted services (J) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Utilize SCASS to support Health Education program	1 x \$1,000 (Annual Fee)	\$1,000.00		\$ 1,000.00
Salary and wages (G) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Middle School Peer Mediation	4 x \$400	\$1,600.00		\$ 1,600.00
Fixed Charges (H) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Middle School Peer Mediation	\$1,600 x 0.0765	\$122.00		\$ 122.00
Salary and wages (G) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement alternatives to suspension	8 schools x \$1,110 /school	\$9,464.00		\$ 9,464.00
Fixed Charges (H) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement alternatives to suspension	\$8,880 x 0.0765	\$724.00		\$ 724.00
Supplies and Materials (D) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement mandated training in CASH, Suicide Prevention, CPR, and Bloodborne	50 x \$5 (CPR Cards)	\$250.00		\$ 250.00

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
	Pathogens				
Other (E) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement de-escalation training for all staff	2 staff members x \$1,500 training expense	\$3,000.00		\$ 3,000.00
Contracted Services (C) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Pupil Services Team member training via Southern Maryland Consortium	1 x \$3,000	\$3,000.00		\$ 3,000.00
Supplies and materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Conduct Training for Crisis Teams	1 x \$500	\$500.00		\$ 500.00
Supplies and materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Implement Substance Abuse and Safety Education K-12	36 x \$172.45 (videos) 100 x \$10 (Posters) 2 x \$1025 (Fatal Vision Impair Kit) 2 x \$600 (CPR Manikin Class Kits) 100 x \$5 (Binders)	\$6,208.00 \$1,000.00 \$2,050.00 \$1,200.00 \$500.00		\$ 10,958.00
Supplies and materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Produce, Present and Implement the Safe Schools Task Force Report	1 x 200 (materials)	\$200.00		\$ 200.00
Contracted Services (C) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	National Student Assistance Conference	2 x \$300 (Flight) 2 x \$450 (Registration) 1x100 (Mileage/Parking) 4x \$250 (Hotel) 2x \$150 (Food)	\$600.00 \$900.00 \$100.00 \$1,000.00 \$300.00		\$ 2,900.00
Supplies and Materials (D) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	De-escalation Training	1 x 400 (Materials)	\$400.00		\$ 400.00
Supplies and Materials (I) <input type="checkbox"/> Local <input checked="" type="checkbox"/> Grant: Safe and Drug-Free Schools	Walkie-Talkies for administrator on-site communication	10 x \$92	\$920.00		\$ 920.00
	Carry over	FY04			\$ 18,878.00
	New grant	FY06			\$ 81,434.00
	TOTAL				\$100,312.00

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: <u>St. Mary's County Public Schools</u>	Fiscal Year 2005
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G. PROGRAM ACTIVITY WAIVER REQUEST [Section 4115(a)(3)]

<i>TABLE 11-3</i>	PROGRAM ACTIVITY WAIVER REQUEST FORM
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p>Name of program/activity: Alternatives to Suspension</p> <p>Brief description of the program/activity: This is a program designed for secondary school students to access as an alternative to suspension from school. Students are required to attend either after school detention or attend Saturday School.</p> <p>Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity): We budgeted for salaries and wages at eight secondary schools for a total amount of \$10,188 to provide instructional assistance to at-risk students who were experiencing behavioral and/or instructional difficulties. This program demonstrates a substantial likelihood of success in several ways. First, in 2003-2004 school year, approximately 770 students attended either after-school detention or Saturday School in lieu of out-of-school suspension. This resulted in students remaining in class with high quality instruction anywhere from 770 to 2,310 days. Yet there were consequences for negative behavior and targeted intervention by staff addressing behavior change. Recidivism data was not collected in 2003-2004 school year but will be collected in 2004-2005 school year. Informal data collected from parents, students and staff indicates the students did not want to return to after school detention or Saturday School.</p> <p>Out of school suspensions were reduced in two out of seven participating schools. Suspension rates at the other five schools were lower than they could have been due to this program.</p> <p>This program also provides appropriate disciplinary options for students with disabilities by allowing students to access their IEP services while accepting consequences for negative behavior.</p>	

Signature – Title IV, Part A SDFSC Project Director

Date

**ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES**

Local School System: St. Mary's County Public Schools Fiscal Year 2005

E. PROGRAM ACTIVITY WAIVER REQUEST [Section 4115(a)(3)]

<i>TABLE 11-3</i>	PROGRAM ACTIVITY WAIVER REQUEST FORM
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p>Name of program/activity:</p> <p>I. Program Name: D.A.R.E. 5th Grade Curriculum/Kids In Court</p> <p>The relatively new D.A.R.E. 5th grade curriculum was developed with the assistance of key leadership from the Association for Supervision and Curriculum Development, prevention research experts and D.A.R.E. America staff and consultants. The new 5th grade curriculum was based on principles of effective prevention programs and principles of effective teaching and learning. While the curriculum can be taught in either the 5th or 6th grade, this waiver request is for the 5th grade in order to enhance the quality and focus of the evaluation. The Kids In Court program has been in place for over a decade and models a program first introduced in Montgomery County. The program provides fifth grade students with an insight in to the workings of the Juvenile Court while allowing them to experience at first hand the consequences of poor decisions, which is a key component of the DARE program. Visits to the court house follow DARE instruction whenever possible.</p> <p>Brief description of the program/activity:</p> <p>The overarching goal of the entire D.A.R.E. program is to significantly reduce/eliminate the use of alcohol, tobacco, and other drugs (ATOD) and the use of violent behavior by young people. The panel of experts convened to design the new 5th grade D.A.R.E. curriculum considered a variety of dimensions in planning the overall curriculum including principles of effectiveness (Bosworth, 2000; and Dusenbury and Falco, 1995) and as identified by the Office of Safe and Drug Free Schools, U.S. Department of Education April 2001, Office of National Drug Control Policy (2003), risk and protective factors as emphasized by Hawkins, J.D., Catalano, R.F. & Miller, J.Y. (1992), and science based principles of prevention recently outlined by the National Institute on Drug Abuse (2003.) State and county police officers deliver the 10 lesson program to 5th grade students in both private and public schools. The officers are in full uniform and spend 17 days at each school site where they interact with the students on the playground and in the cafeteria, strengthening the bond between the police and the community member. Classroom teachers are responsible for delivery of a mini-unit on Kids In Court. The unit which was developed within the county with the assistance of classroom teachers, involves pre and post visit activities, and follows the Understanding By Design format.</p> <p>Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):</p> <p>The program was developed on the principles of effectiveness and risk and protective factors. These elements include addressing misconceptions adolescents hold regarding the prevalence of substance use among their peers (normative beliefs) and about the risks and consequences associated with substance use particularly as they relate to their own bodies and lives and the development of life skills that include communication, decision-making and resistance to use tobacco, alcohol and illicit drugs.</p> <p>The new 5th grade D.A.R.E. curriculum has been indexed to the National Health Education Standards. By providing DARE graduates with an opportunity to visit the Juvenile Court and experience the negative sides of drug use, violence and other illegal activities, it is believed that they will develop a better understanding of the importance of avoiding such activity, and the importance of making good decisions.</p>	

Signature – Title IV, Part A SDFSC Project Director

Date

**BRIDGE TO EXCELLENCE IN PUBLIC SCHOOLS
SAFE & DRUG FREE PROPOSED FY - 2005**

Recipient Agency Name	St. Mary's Public Schools
Revenue Source Name	Title IV Part A

Grant Period	July 1, 2004 - June 30, 2005
Fund Source Code	

See "Financial Reporting Manual for Maryland Public Schools" for account descriptions

Check and complete a page for each funding source & TOTAL

X	STATE/FEDERAL
	LOCAL/MATCH
X	TOTAL

Category/Program	Object						Budget by Cat./Prog.
	1-Salaries & Wages	2-Contracted Services	3-Supplies & Materials	4-Other Charges	5-Equip-ment	8-Transfers*	
201 Administration							
Program 21 General Support							0.00
Program 22 Business Support						1,597.00	1,597.00
Program 23 Centralized Support							0.00
202 Mid-level Administration							
Program 15 Office of Principal							0.00
Program 16 Inst. Admin. & Superv.							0.00
203-205 Instruction categories							
Prog 01 Regular Programs							0.00
Prog 02 Special Programs	47,421.00		16,867.00	3,000.00			67,288.00
Prog 03 Career & Tech Prog							0.00
Prog 08 Sch. Library Media							0.00
Prog 09 Instr. Staff Devel.	1,020.00	1,000.00	250.00	3,000.00			5,270.00
Prog 10 Guidance Services							0.00
Prog 11 Psychological Serv.							0.00
Prog 12 Adult Education							0.00
206 Special Education							
Prog 04 Public School Instr. Prog.							0.00
Prog 09 Inst. Staff Devel.							0.00
Prog 15 Office of the Principal							0.00
Prog 16 Inst. Admin. & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Program 30 Warehousing and Distr.							0.00
Program 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				7,279.00			7,279.00
214 Community Services							0.00
215 Capital Outlay							
Program 34 Land & Improvements							0.00
Program 35 Buildings & Additions							0.00
Program 36 Remodeling							0.00
Total Expenditures By Object	48,441.00	1,000.00	17,117.00	13,279.00	0.00	1,597.00	81,434.00

*Includes the following: Payments to another LEA, nonpublic school, or state institution; and Indirect Cost Recovery

Grant Number	Title IV Part A Safe and Drug-Free Schools Grant Name
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Budget Reviewed and Approved: LSS Finance Officer: *Robert Long* (301) 475 - 5511 ext. 185 8/30/2004
Signature Phone Number Date

Budget Approved By:	MSDE USE ONLY					
	LEA Official	Phone #	Fax #	Date	MSDE Official	Date
		301-475-5511	301-475-4270			