

Safe And Drug Free Schools Balancing Accountability With State And Local Flexibility

Public School Principal Survey on Safe, Disciplined, and Drug-free Schools
National Drug Control Strategy
Violence & Discipline Problems in U.S. Public School, 1996-97
Brookings Papers on Education Policy: 2000
Federal Resource Guide for Weed and Seed Communities
Principles of Effectiveness for Safe & Drug-free Schools & Communities
Options for Restructuring the Safe and Drug-Free Schools and Communities Act
Safe and Drug-Free Schools
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Encyclopedia of School Health
Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law [3 volumes]
Wide scope, questionable quality drug and violence prevention efforts in American schools : report on the study of school violence and prevention
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Creating Safe and Drug-free Schools
School Violence
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United States Congressional Serial Set, Serial No. 14701, House Documents Nos. 5-39
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Comprehensive Planning for Safe Learning Environments
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Evidence-Based School Counseling
The Respectful School

Public School Principal Survey on Safe, Disciplined, and Drug-free Schools

Synopsis: This book examines collaboration between teachers, administrators, student support specialists, community agencies, and service providers to improve outcomes for students with complex learning needs.

National Drug Control Strategy

Violence & Discipline Problems in U.S. Public School, 1996-97

School Social Work: An Evidence-Informed Framework for Practice offers school social work students and veteran practitioners a new framework for choosing their interventions based on the best available evidence. It is the first work that synthesizes the evidence-based practice (EBP) process with recent conceptual frameworks of school social work clinical practice offered by leading scholars and policymakers. Many other books on EBP try to fit empirically validated treatments into practice contexts without considering the multiple barriers to implementing evidence-based practices in places as complicated and multi-faceted as schools. Additionally, there are vital questions in the literature about what the best levels for intervention are in school social work. Responding to the complexity of applying EBP in schools, this volume offers a conceptual framework that addresses the real-world concerns of practitioners as they work to provide the best services to their school clients. For each domain of school social work practice, the authors critically review interventions, presenting the current research with guidelines for addressing such implementation issues as cost, school culture, adaptations for special populations, and negotiating multiple arenas of practice. In addition, the chapters are grounded in the process of evidence-based practice, illustrating how school practitioners can pose useful questions, search for relevant evidence, appraise the evidence, apply it in keeping with client values, and monitor the results. Written by four school social work scholars with over four decades of theoretical, research, and practice experience, this volume will be relevant to both research faculty studying school social work interventions and students learning about school social work practice.

Brookings Papers on Education Policy: 2000

Critics of the Safe and Drug-Free Schools and Communities Act (SDFSCA) point to both structural and substantive failures to explain the program's ineffectiveness. Moves toward reauthorization in Congress create the opportunity to consider needed reforms. Reform options should target those students most in need, ensure effective implementation, promote evaluation, require accountability, improve program capacity, and constrain administrative costs. Chapter 1, "Introduction," reviews the societal and legislative trends culminating in passage of the SDFSCA. Chapter 2, "Assessment," critically examines the program, reviewing such weaknesses as stagnant budgets, poor distribution of funds, vague goals, and a lack of coordination with other programs. Recent changes and new guidelines have begun to improve program effectiveness. Chapter 3, "Changing the Program," offers criteria to use in evaluating proposed reforms and considers a recent Clinton-era reform effort. Chapter 4, "Conclusion and Recommendations," suggests that combining drug prevention and antiviolence efforts under one program should be reconsidered. Specific recommendations for reforms include changing the within-state allocation formula to better reflect district capacities, replacing formula with direct federal grants, and creating requirements for local and state efforts. Any effective reform will require that the federal government stimulate greater local capacity and authority. (Contains 18 references.) (TEJ)

Federal Resource Guide for Weed and Seed Communities

This report discusses the approved reauthorization legislation to extend and amend the Elementary and Secondary Education Act (ESEA) and the Safe and Drug-Free Schools and Communities Act (SDFSCA).

Principles of Effectiveness for Safe & Drug-free Schools & Communities

This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment. The authors identify four necessary phases to achieve this (prevention, preparedness, response, and recovery) and provide numerous examples and tools to help readers create safe environments, while also addressing students' academic, emotional, and social needs. An emphasis is placed on the importance of the balance between physical and psychological safety within a multi-tiered framework - it is not enough for students to know their school is secure; they must also feel they are safe and can turn to their teachers and school-based mental health professionals with their concerns. An accompanying CD contains several valuable resources, such as forms, handouts, articles, and monitoring tools.

Options for Restructuring the Safe and Drug-Free Schools and Communities Act

Safe and Drug-Free Schools

Congressional Record

Encyclopedia of School Health

Witnesses: Nelba Chavez, Admin., Sub. Abuse and Mental Health Serv. Admin.; William Modzeleski, Safe and Drug Free Schools Program, U.S. DoE; Charlie Condon, att. gen., S. Carolina; Gary Walker, Nat. Dist. Att. Assoc.; Reuben Greenberg, police chief, Charleston, SC; Kevin Dwyer, Nat. Assoc. of School Psychol.; James Baker, Inst. for Leg. Action, Nat. Rifle Assoc.; Jan Gallagher, Amer. School Counselor Assoc.; Bill Hall, super., Volusia Cnty. Schools, FL; Gary Fields, super., Zion-Benton Township H.S., IL; Clarence Cain, teacher, Crisis Resource, Maury Elem. School, Alex., VA; and Anthony Snead and Jeffrey Schurott, officers, Brag Corps, George Mason Elem. School.

Drugs in American Society: An Encyclopedia of History, Politics, Culture, and the Law [3 volumes]

Findings from a principal survey on safety, discipline, and drug use prevention are presented in this report. A national questionnaire mailed to 884 public elementary and secondary school principals yielded 830 usable returns, a 94 percent response rate. Respondents were asked about the extent of discipline problems within their schools and the nature and effectiveness of their schools' current policies and drug education programs. Data are presented by instructional level, type of school location, enrollment size, region, and percentage of students receiving free or reduced-price lunches. After a list of definitions, 17 statistical tables illustrate the problems in schools, disciplinary actions, services and procedures, limitations to maintaining order and discipline, programs and policies, drug use education, and community support. Highlights of the findings include the following facts: (1) student alcohol use was considered a serious or moderate problem by 11 percent of all public school principals; (2) over 90 percent of public schools--both elementary and secondary--offer referrals to social services outside the school system for disruptive behavior; and (3) general discipline programs and policies were considered to be highly effective in reducing disruptive behavior by 33 percent of public school principals. Appendices contain standard error tables and the questionnaire. (LMI)

Wide scope, questionable quality drug and violence prevention efforts in American schools : report on the study of school violence and prevention

Senate Report

Education in Texas

In this third annual issue of the series, prominent economists, educators, and other social scientists analyze the importance of standards in education and review some of the major controversies that have arisen in the past decade on the problems of shaping and implementing standards. Edited by Diane Ravitch, one of the nation's foremost education authorities, Brookings Papers on Education Policy is an indispensable guide to understanding education trends and emerging issues. The year 2000 issue is scheduled to include essays by Gary Chapman of the University of Texas, George Farkas and L. Shane Hall of the University of Texas at Dallas, Paul Hill of the University of Washington, Christine Rossell of Boston University, Robert Schwartz and Marian Robinson of ACHIEVE and Harvard Graduate School of Education, Larry Sherman of the University of Maryland, and Maris Vinovskis of the University of Michigan.

Effective Collaboration for Educating the Whole Child

Creating Safe and Drug-free Schools

School Violence

Illegal drug use is a recurrent problem across the nation, but at particular risk are the nation's youth. Studies have shown that among children, drug use begins with the abuse of legal substances (ie tobacco and alcohol) before graduating to illegal drugs, with marijuana generally the first. Along with drug abuse, violence is another danger the nation's young people must face, be it drug motivated or the result of other behavioural problems. Schools are considered prime places to head off these two threats through education about abstaining from drugs and controlling violent tendencies. In 1996, the Department of Education began overseeing the Safe and Drug-Free Schools and Communities Act, which funds both state and national drug and violence prevention programs. Unfortunately, follow-up studies have revealed mixed results to the national program. The Education Department, though, is considering steps to strengthen and improve this critical program. This book examines and evaluates the Safe and Drug-Free Schools and Communities Act and its programs, placing the measure in a background context and looking at its financial and administrative structures. Given the major problems of drug abuse and violence threatening to overwhelm children, these studies make for a timely analysis of an important issue.

A closer look at drug and violence prevention efforts in American schools report on the study of school violence and prevention

A report on how families, educators, and communities can work together to improve schools and give children the quality education they need to lead happy, productive lives. Includes helping children to learn the basics and core academic subjects; creating safe and drug-free schools that teach basic American values; making college more accessible; getting technology and computers into classrooms; raising standards of achievement and discipline; and teaching and connecting young people to real life skills that prepare them for work and adulthood.

Violence and Discipline Problems in U.S. Public Schools

School Social Work

Drug Testing in School without CE Test - Item 7391

Manual of School Health - E-Book

The results of a survey on school violence, which was conducted with a national sample of 1,234 public elementary, middle, & secondary schools in all states in 1997. It requested information on 4 main topics: the incidence of crime & violence that occurred in public schools during the 1996-97 academic year; principals' perceptions about the seriousness of a variety of discipline issues in their schools; the types of disciplinary actions schools took against students for serious offenses; & the kind of security measures & violence prevention programs that were in place in public schools. Charts & tables.

Childhood and Adolescence in Society

Children spend more time at school than anywhere else except home; thus, schools can have a major effect on children's health by providing a healthy physical environment, serving meals and snacks built around sound nutritional guidelines, and teaching about health, as well as modeling and promoting healthy behaviors. School health services programs involve not only school nurses and focus not only on nursing practice, standards, and performance issues; they also include services and classes to teach students the information and skills they need to become health-literate, to maintain and improve their health, to prevent disease, and to reduce risky behaviors impacting health. School nurses, teachers, administrators, health coordinators, guidance counselors and social workers all join with parents in safeguarding and promoting the health and well-being of school-aged children as a basic foundation for academic success. The Encyclopedia of School Health offers quick access to health and wellness information most relevant to children in America's K-12 school setting. You'll find valuable guidance on developmental stages, acute and chronic illnesses, special education, nutrition, crisis response, prevention, and more.

United States Congressional Serial Set, Serial No. 14701, House Documents Nos. 5-39

Measure the difference you make in students' academic, career, and personal/social development! Aligned with the American School Counselor Association's National Model, this authoritative guide from highly respected counselor educators and trainers gives preservice and inservice counselors the tools to identify evidence-based practices in their field and to use

data in designing, implementing, and evaluating programs and interventions. With vignettes and recommendations in every chapter, this book offers skill-building guidelines for: Analyzing outcome research to inform planning Carrying out action research and building collaborative partnerships Measuring student learning and behavior change Communicating results to stakeholders, and more

School-Based Practices and Programs That Promote Safe and Drug-Free Schools

Safe and Drug Free Schools

Containing more than 450 entries, this easy-to-read encyclopedia provides concise information about the history of and recent trends in drug use and drug abuse in the United States—a societal problem with an estimated cost of \$559 billion a year. • Contains more than 450 detailed entries on topics ranging from drugs themselves—such as alcohol, codeine, heroin, marijuana, and methamphetamines—to key individuals like Harry Anslinger to organizations such as the Drug Enforcement Administration (DEA) • Covers the latest developments in U.S. policies and public attitudes toward drugs and drug use • Provides citations with each entry to guide users to other valuable research resources • Features carefully selected primary documents—including excerpts from important laws, policies, and campaigns—that have shaped American drug policy over the decades

Creating safe and drug-free schools : an action guide.

Witnesses include: William Strauss, author and generational historian, McLean, VA; Denise C. Gottfredson, prof., dept. of criminology, Univ. of Maryland; James Alan Fox, dean, College of Criminal Justice, Northeastern Univ.; Paul F. Evans, Commissioner, Boston (MA) Police Dept.; Karen L. Bierman, dir., Fast Track Program, Penn State Univ.; Jan Kuhl, supervisor of School Counseling, Des Moines Independent School District, Des Moines, IA; Kenneth S. Trump, pres. and ceo, Nat. School Safety and Security Services, Cleveland, OH; and Robert Eagan, v.p. of Energy and Critical Infrastructure, Sandia National Labs.

America Goes Back to School

School Safety: Hearing Before the Committee on Health, Education, Labor , & Pensions, U.S. Senate

This monograph focuses on school-based practices and programs that promote safe and drug-free schools. It begins with a description of the key characteristics of schools with effective programs and provides a model for school-wide support. Necessary steps for developing an effective system of universal prevention are listed and include: (1) establish a climate of mutual respect; (2) conduct a review of all policies related to safety, instruction, and student discipline; (3) recognize feelings of staff and students and what constitutes appropriate expressions of those feelings; (4) make identifying and managing feelings an integral part of the curriculum; (5) teach the concept of responsibility for one's actions throughout the curriculum; (6) recognize and intervene when early warning signs are observed; (7) implement programs to prevent alcohol and substance abuse; (8) train staff in topics such as diversity problem-solving skills, verbal de-escalation, cooperative learning, anger control, and aggression management; (9) avoid legal vulnerability; and (10) couple security procedures with a school-wide communication system and a crisis plan. Following chapters address the academic/behavior connection, the concept of a school-wide team to address prevention and intervention, and guidelines for selecting programs. Five specific programs are described and a list of additional resources is provided. (CR)

Federal Aid to States for Fiscal Year

The U.S. Dept. of Justice has prepared this guide to assist you in implementing the Weed and Seed strategy in your community. This guide is organized by topical keyword within each of the Weed and Seed strategy elements: Law Enforcement/Community Policing; Prevention, Intervention and Treatment; and Neighborhood Revitalization. The keywords cover many activities within a Weed and Seed community -- from afterschool to volunteer services -- and include Web site URLs with further details. This guide, while not exhaustive, will assist you in learning about federal programs and funding sources that can serve as a resource in implementing your Weed and Seed strategy.

The Safe and Drug-Free Schools and Communities Act

Options for Restructuring the Safe and Drug-Free Schools and Communities Act

In 1994, about 3 million thefts and violent crimes occurred on or near school campuses -- early 16,000 incidents per school day. About one in five high school students regularly carried a firearm, knife, razor, club, or other weapon. This report reviews: (1) accountability measures the Safe and Drug-Free Schools and Communities Act requires at the federal, state, and local levels; (2) activities the Dept. of Education uses for overseeing state and local levels; (3) how state education agencies ensure local programs' compliance with the act; and (4) how Safe and Drug-Free Schools funding is specifically used at the state and local level.

Safe and Drug-Free Schools

Completely updated, the 3rd edition of this practical, highly portable manual offers quick access to the most relevant health and wellness information for children -- from birth through age 21 - in the school setting. You'll find valuable guidance on developmental stages, learning domains, acute and chronic illnesses, first aid, medical syndromes, special education, and emergency illness. This edition also addresses the growing array of issues affecting today's children, including mental health disorders, disaster management, substance abuse, and school violence, as well as new threats such as West Nile virus, dermatological conditions, and the reemergence of tuberculosis. Ideal for use in school and community settings, this manual is a must-have resource for anyone who works with children. A best practice approach to health issues and concerns helps you provide the best possible care to students. A clear, consistent outline format and straightforward writing style make it easy to locate and apply essential information. Updated content includes important contemporary issues in schools, such as body piercing, backpack syndrome, and computer ergonomics. Brain Findings section offers relevant information about recent brain and neurology research, with insights on how it relates to childhood development and health. Numerous appendices, including the latest growth charts and immunization schedules, provide essential information for assessing school age children. English-Spanish translation guide for common health terms and phrases helps you communicate more effectively with Hispanic students. Web site resources at the end of each chapter provide reliable sources for further information and research. A convenient Glossary familiarizes you with important terminology and definitions used throughout the book. New, user-friendly design helps you find key information quickly with helpful boxes, tables, and headings. New 8-page color insert serves as an instant visual reference to help you identify rashes, skin lesions, and other dermatological conditions that are common among school-age children. A separate chapter on first aid walks you through the management of common injuries and emergency situations. Revised mental health chapter presents current, detailed information on the major mental disorders that affect school-age children such as depression, autism, and Asperger's, with an extensive psychotropic medication table. A new chapter devoted to disaster management includes the latest information on bioterrorism and homeland security threats to help you create an action plan for disaster situations. A revised chapter on violence addresses sexual assault, self-mutilation, suicide, domestic violence, and violence in the schools, to help you stay informed about current societal trends, issues, and developments. New information on teen pregnancy offers helpful guidelines on communicating with students about this important issue.

House Reports

Teacher Survey on Safe, Disciplined, and Drug-free Schools

United States Congressional Serial Set, Serial No. 14991, House Reports Nos. 277-315

Critics of the Safe and Drug-Free Schools and Communities Act (SDFSCA) point to both structural and substantive failures to explain the program's ineffectiveness. Moves toward reauthorization in Congress create the opportunity to consider needed reforms. Reform options should target those students most in need, ensure effective implementation, promote evaluation, require accountability, improve program capacity, and constrain administrative costs. Chapter 1, "Introduction," reviews the societal and legislative trends culminating in passage of the SDFSCA. Chapter 2, "Assessment," critically examines the program, reviewing such weaknesses as stagnant budgets, poor distribution of funds, vague goals, and a lack of coordination with other programs. Recent changes and new guidelines have begun to improve program effectiveness. Chapter 3, "Changing the Program," offers criteria to use in evaluating proposed reforms and considers a recent Clinton-era reform effort. Chapter 4, "Conclusion and Recommendations," suggests that combining drug prevention and antiviolence efforts under one program should be reconsidered. Specific recommendations for reforms include changing the within-state allocation formula to better reflect district capacities, replacing formula with direct federal grants, and creating requirements for local and state efforts. Any effective reform will require that the federal government stimulate greater local capacity and authority. (Contains 18 references.) (TEJ)

Comprehensive Planning for Safe Learning Environments

The Safe and Drug-free Schools and Communities Program

Not a school day goes by without some student facing teasing or slurs in the hallways, classrooms, or playgrounds. Left unchecked, such harassment can escalate and create an oppressive school climate where stress and fear overpower learning. In *The Respectful School*, Stephen L. Wessler and contributing author William Preble vividly describe how words can hurt--both emotionally and physically--and how words can heal. Drawing on his experience as a former state prosecutor overseeing hate crime enforcement and as current director of the Center for the Prevention of Hate Violence, Wessler discusses what educators can do to create a truly respectful environment that promotes positive interactions among staff and students. He relates the experiences of young victims and the hopeful stories of programs that have reduced harassment, showing how educators can both protect and enlighten students through coordinated efforts such as: *

- * Learning effective intervention skills,
- * Modeling civility,
- * Developing student peer leader programs,
- * Working with student victims and their parents,
- * Creating comprehensive antiharassment policies,
- * Confronting perpetrators and their crimes,
- and * Responding to the effects of terrorist acts and related prejudice.

Throughout the book, Wessler and Preble urge us to remember that we need to nurture the courage and compassion of young people to create supportive learning

communities. Only then can students and educators join in speaking out for a respectful school, where tolerance and civility overcome the language of hate. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Evidence-Based School Counseling

About CQ Researcher Readers In the tradition of nonpartisan and current analysis that is the hallmark of CQ Press, CQ Researcher readers investigate important and controversial policy issues. Childhood and Adolescence in Society aims to promote in-depth discussion, facilitate further research, and help readers formulate their own positions on crucial issues in the field, such as child soldiers, teen pregnancy, and violence and bullying. Offer your students the balanced reporting, complete overviews, and engaging writing that CQ Researcher has consistently provided for more than 80 years. Each article gives substantial background and analysis of a particular issue as well as useful pedagogical features to inspire critical thinking and to help students grasp and review key material. Key Features Pro/con boxes that examine two competing sides of a single question Detailed chronologies of key dates and events Annotated bibliographies and web resources Outlook sections that address possible regulation and initiatives from Capitol Hill and the White House over the next 5 to 10 years Photos, charts, graphs, and maps

The Respectful School

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