

Oklahoma State Department of Education

Title IV  
Safe and Drug-Free Schools Program  
Annual Performance Report  
(2011-2012)

**DUE DATE  
ONLINE:  
Monday,  
December 10, 2012**

County \_\_\_\_\_   District \_\_\_\_\_

***The Annual Performance Report is required even without Title IV funds and must be completed on the School District Reporting Site at <http://www.ok.gov/sde/>, by December 10, 2012. This report indicates what programs were conducted in school year 2011-2012.***

On the introduction page, please include the district’s board approved Bullying Prevention Policy that meets the requirements of the Oklahoma School Security Act (70 O.S. § 24-100.4) and the district’s Bullying Prevention Coordinator with contact information.

- 1. Which of the following effective, research-based prevention programs or promising programs were used? (Please check all that apply).

**Alcohol and Drug Prevention**

Check

- Across Ages \_\_\_\_\_
- ATLAS (Athletes Learning to Avoid Steroids) \_\_\_\_\_
- All Stars (Core Program) \_\_\_\_\_
- Botvin’s Life Skills \_\_\_\_\_
- CASASTART (Striving Together to Achieve Rewarding Tomorrow) \_\_\_\_\_
- Class Action \_\_\_\_\_
- Growing Healthy \_\_\_\_\_
- Healthy Workplace \_\_\_\_\_
- Keep A Clear Mind \_\_\_\_\_
- Keepin’ It REAL (Refuse, Explain, Avoid, Leave) \_\_\_\_\_
- Peer Assistance and Leadership \_\_\_\_\_
- Project ALERT \_\_\_\_\_
- Project Northland \_\_\_\_\_
- Project Success \_\_\_\_\_
- Project TND (Towards No Drug Abuse) \_\_\_\_\_
- Protecting You, Protecting Me \_\_\_\_\_
- Say It Straight \_\_\_\_\_
- Too Good for Drugs \_\_\_\_\_

**Anger Management/Violence Prevention**

- All Stars \_\_\_\_\_
- Al’s Pals (Kids Making Healthy Choices) \_\_\_\_\_
- ART (Aggression Replacement Training) \_\_\_\_\_
- Aggressor, Victims and Bystanders \_\_\_\_\_
- Botvin’s Life Skills \_\_\_\_\_
- First Steps to Success (FSS) \_\_\_\_\_
- Facing History and Ourselves \_\_\_\_\_
- Get Real About Violence \_\_\_\_\_
- Gang Resistance Education and Training Program (G.R.E.A.T.) \_\_\_\_\_
- I Can Problem Solve \_\_\_\_\_
- Kids Making Healthy Choices \_\_\_\_\_
- Let Each One Teach One \_\_\_\_\_
- Lions Quest Working Towards Peace \_\_\_\_\_

Lions Quest Skills for Adolescence \_\_\_\_\_  
 Michigan Model for Comp. School Health \_\_\_\_\_  
 PATHS (Promoting Alternative Thinking Strategies) \_\_\_\_\_  
 PeaceBuilders \_\_\_\_\_  
 Peacemakers \_\_\_\_\_  
 Peers Making Peace \_\_\_\_\_  
 Project Achieve \_\_\_\_\_  
 Protecting You, Protecting Me \_\_\_\_\_  
 Reconnecting Youth \_\_\_\_\_  
 RIPP (Responding in Peaceful, Positive Ways) \_\_\_\_\_  
 Safe Dates \_\_\_\_\_  
 Say it Straight \_\_\_\_\_  
 Second Step \_\_\_\_\_  
 SCARE Program \_\_\_\_\_  
 SMART Team (Students Managing Anger and Resolution) \_\_\_\_\_  
 Teaching to be Peacemakers \_\_\_\_\_  
 The Think Time Strategy \_\_\_\_\_  
 Too Good for Violence \_\_\_\_\_

**Bullying Prevention**

Aggressors, Victims and Bystanders \_\_\_\_\_  
 Bullying Proofing Your School (Sopris West) \_\_\_\_\_  
 PATHS (Promoting Alternative Thinking Strategies) \_\_\_\_\_  
 QUIT IT! (K-3<sup>rd</sup> grade) \_\_\_\_\_  
 Bully Free Program \_\_\_\_\_  
 Bully Proof: Guide on Teasing and Bullying (4<sup>th</sup>-6<sup>th</sup> grade) \_\_\_\_\_  
 Flirting or Hurting? (6<sup>th</sup>-12<sup>th</sup> grade) \_\_\_\_\_  
 Gender Violence, Gender Justice (6<sup>th</sup>-12<sup>th</sup> grade) \_\_\_\_\_  
 Olweus' Bullying Prevention Program \_\_\_\_\_  
 No Bullying Program (Hazelden) \_\_\_\_\_  
 Second Step \_\_\_\_\_  
 Steps to Respect \_\_\_\_\_  
 Success in Stages \_\_\_\_\_

**Parenting**

Brief Strategic Family Therapy (BSFT) \_\_\_\_\_  
 Children in the Middle (Trauma-focused Cognitive Behavior Therapy) \_\_\_\_\_  
 Creating Lasting Family Connections \_\_\_\_\_  
 Early Risers "Skills for Success" \_\_\_\_\_  
 Families and Schools Together (FAST) \_\_\_\_\_  
 Families That Care: Guiding Good Choices \_\_\_\_\_  
 Family Effectiveness Training (FET) \_\_\_\_\_  
 Incredible Years \_\_\_\_\_  
 Multisystemic Therapy (MST) \_\_\_\_\_  
 Preparing for School Success (Preparing for Drug Free Years) \_\_\_\_\_  
 SAFE Children: Schools and Families Educating Children \_\_\_\_\_  
 STARS (Start Taking Alcohol Seriously) For Families \_\_\_\_\_  
 Strengthening Families \_\_\_\_\_

**School Climate/Character Education**

Caring School Community Program \_\_\_\_\_  
 Character Counts \_\_\_\_\_  
 Character First \_\_\_\_\_  
 Child Development Project \_\_\_\_\_  
 Community of Caring \_\_\_\_\_  
 Great Expectations \_\_\_\_\_  
 Leadership and Resiliency \_\_\_\_\_  
 Peers Making Peace (PMP) \_\_\_\_\_

- Positive Action \_\_\_\_\_
- Project Venture \_\_\_\_\_
- SOAR (Skills, Opportunities, and Recognition) \_\_\_\_\_
- Suicide Prevention Education**
- H.E.L.P. (Healthy Education for Life Program) \_\_\_\_\_
- Jason Foundation \_\_\_\_\_
- Lifelines \_\_\_\_\_
- S.O.S. (Signs of Suicide) \_\_\_\_\_
- Yellow Ribbon \_\_\_\_\_

**Tobacco**

- Eglin Longhorn of Nightshade County \_\_\_\_\_
- Face Reality \_\_\_\_\_
- Keep A Clear Mind \_\_\_\_\_
- Minnesota Smoking Prevention Program \_\_\_\_\_
- Not On Tobacco (N-O-T) \_\_\_\_\_
- Project Shout \_\_\_\_\_
- Project TNT (Towards No Tobacco) \_\_\_\_\_
- Project STAR \_\_\_\_\_
- Science, Tobacco, and You \_\_\_\_\_
- TAP (Tobacco Awareness Program) \_\_\_\_\_
- TEG (Tobacco Education Group) \_\_\_\_\_
- Teenage Health Teaching Modules \_\_\_\_\_
- The Quintessential You: Understanding Yourself through Science \_\_\_\_\_

In lieu of using a scientifically-proven prevention program, a **Program Waiver** was filed with the State Department of Education. Data was collected on the effectiveness of each program.

\_\_\_\_\_ Yes    \_\_\_\_\_ No

**List other prevention programs used:**

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2. Which of the following services and activities were provided? Check

- A. Before-School or After-School Programs which include substance abuse/violence prevention education \_\_\_\_\_
- B. Alternative Education, including substance abuse/violence prevention \_\_\_\_\_
- C. Community Service Projects \_\_\_\_\_
- D. Conflict Resolution/Peer Mediation training \_\_\_\_\_
- E. Alcohol Prevention Curriculum \_\_\_\_\_
- F. Drug Education Prevention Instruction \_\_\_\_\_
- G. Anger Management Education \_\_\_\_\_
- H. Parent Education and involvement with program planning \_\_\_\_\_
- I. Security Equipment/Communication Devices \_\_\_\_\_
- J. School Resource Officer (SRO) Full-time \_\_\_\_\_
- K. Services for Out-of-School Youth (suspended) \_\_\_\_\_
- L. Staff training on Violence Prevention and Substance Abuse \_\_\_\_\_
- M. Bullying prevention training for students and staff \_\_\_\_\_
- N. Smoking or Smokeless Tobacco Cessation program \_\_\_\_\_



H. District/Community Conducted Needs Assessment \_\_\_\_\_

List other surveys used:

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11. The district completed and filed a weapons report form for each weapons infraction with the State Department of Education within two weeks of the incident. \_\_\_\_\_ Yes \_\_\_\_\_ No
12. Crisis planning and training was conducted. \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Crisis plan was reviewed and updated in 2010. \_\_\_\_\_ Yes \_\_\_\_\_ No

**If a Title IV application was filed, please complete the following questions (#14 - #21).**

According to the No Child Left Behind Act, Six Principles of Effectiveness:

14. The district utilized a local advisory council which established performance measures aimed at ensuring a safe, orderly, and drug-free environment. \_\_\_\_\_ Yes \_\_\_\_\_ No
15. The district developed programs and activities based on an analysis of risk and protective factors in the school and community environment. \_\_\_\_\_ Yes \_\_\_\_\_ No
16. The district evaluated its programs periodically to assess progress toward meeting goals and objectives and refined or improved the program. \_\_\_\_\_ Yes \_\_\_\_\_ No
17. The district participated in meaningful and ongoing consultation with parents in the development and administration of the application programs and activities. \_\_\_\_\_ Yes \_\_\_\_\_ No
18. The district's program evaluation includes data on the incidence and prevalence, age of onset, perception of health risk, and the perception of social disapproval of drug use and violence by youth in the schools and community. \_\_\_\_\_ Yes \_\_\_\_\_ No
19. Title IV funds were used for crisis planning, training or equipment. \_\_\_\_\_ Yes \_\_\_\_\_ No
20. Documentation of Title IV program effectiveness was maintained for annual compliance review. \_\_\_\_\_ Yes \_\_\_\_\_ No
21. Title IV funds outsourced for provided services, show time and effort records and program evaluation results. \_\_\_\_\_ Yes \_\_\_\_\_ No