

109TH CONGRESS
1ST SESSION

H. R. 3655

To require the Secretary of Education to review and revise the guidelines relating to the “Principles of Effectiveness” criteria developed pursuant to the Safe and Drug-Free Schools and Communities Act to improve State and local prevention programs and activities carried out under such Act, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 6, 2005

Mr. BACA introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To require the Secretary of Education to review and revise the guidelines relating to the “Principles of Effectiveness” criteria developed pursuant to the Safe and Drug-Free Schools and Communities Act to improve State and local prevention programs and activities carried out under such Act, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “School Violence Pre-
5 vention Act of 2005”.

1 **SEC. 2. FINDINGS AND STATEMENT OF POLICY.**

2 (a) FINDINGS.—Congress finds the following:

3 (1) In 1997, the Department of Education, in
4 collaboration with the National Institute of Justice
5 of the Department of Justice, conducted a Study on
6 School Violence and Prevention, to investigate the
7 extent of problem behavior in schools nationally. The
8 study reported on several aspects of delinquency pre-
9 vention efforts in schools, such as types and quality
10 of prevention efforts, how schools plan and use in-
11 formation about prevention options to improve their
12 own efforts and school management, and sources of
13 funding for school prevention activities.

14 (2) In a follow up report prepared for the De-
15 partment of Education, entitled “Wide Scope, Ques-
16 tionable Quality, Three Reports from the Study on
17 School Violence and Prevention” (2002), experts
18 made a number of findings based on the 1997 Study
19 on School Violence and Prevention.

20 (3) A significant finding from the 2002 study
21 is that schools can improve the quality of violence
22 prevention through attention to needs assessment,
23 planning, increased used of research-based ap-
24 proaches, and monitoring of implementation.

25 (4) The 2002 study also noted that middle
26 school students and teachers were more likely to be

1 victimized than their high school counterparts, sug-
2 gesting that this is an area for additional attention.

3 (5) Additionally, while many students and
4 teachers reported feeling safe in their schools, about
5 one-fourth of students and teachers said they would
6 avoid a specific place at school out of fear that
7 someone might hurt or bother them, and 27 percent
8 of teachers in middle and high schools reported that
9 the behavior of some students kept them from teach-
10 ing a fair amount or a great deal, indicating that
11 school safety is still an issue of concern.

12 (6) The Safe and Drug-Free Schools and Com-
13 munities Act (20 U.S.C. 7101 et seq.), which is part
14 A of title IV of the Elementary and Secondary Edu-
15 cation Act of 1965, is the most common funding
16 source for prevention activities in schools. Effective
17 July 1, 2002, the State grants program under the
18 Safe and Drug-Free Schools and Communities Act
19 authorizes a variety of activities designed to prevent
20 school violence and youth drug use, and to help
21 schools and communities create safe, disciplined, and
22 drug-free environments that support student aca-
23 demic achievement.

24 (7) Section 4115(a) of the Safe and Drug-Free
25 Schools and Communities (20 U.S.C. 7115(a)) re-

1 quires State and local prevention programs and ac-
2 tivities to meet the “Principles of Effectiveness” cri-
3 teria described in such section and the guidelines re-
4 lating to such criteria developed by the Department
5 of Education pursuant to such section. The “Prin-
6 ciples of Effectiveness” provide a framework for re-
7 cipients of State and local grant funds to improve
8 the quality of drug and violence prevention program-
9 ming implemented with such funds.

10 (b) STATEMENT OF POLICY.—In light of recent stud-
11 ies prepared for the Department of Education, which indi-
12 cate that school violence and prevention programs funded
13 by the Department of Education could be improved, Con-
14 gress believes that it would be useful for the Department
15 of Education to review and revise the guidelines relating
16 to the “Principles of Effectiveness” criteria developed pur-
17 suant to section 4115(a) of the Safe and Drug-Free
18 Schools and Communities (20 U.S.C. 7115(a)) with the
19 objective of improving safe school programs.

20 **SEC. 3. REVIEW AND REVISION OF GUIDELINES RELATING**
21 **TO THE “PRINCIPLES OF EFFECTIVENESS”**
22 **CRITERIA UNDER THE SAFE AND DRUG-FREE**
23 **SCHOOLS AND COMMUNITIES ACT.**

24 (a) REVIEW AND REVISION.—The Secretary of Edu-
25 cation shall review and revise the guidelines relating to

1 the “Principles of Effectiveness” criteria developed pursu-
2 ant to section 4115(a) of the Safe and Drug-Free Schools
3 and Communities Act (20 U.S.C. 7115(a)) to ensure that
4 such guidelines meet the findings of the report prepared
5 for the Department of Education, entitled “Wide Scope,
6 Questionable Quality, Three Reports from the Study on
7 School Violence and Prevention” (2002), with particular
8 emphasis on the findings of such report described in sub-
9 section (b).

10 (b) FINDINGS OF REPORT.—The findings of the re-
11 port referred to in subsection (a) are the following:

12 (1) Relatively higher rates of discipline prob-
13 lems in middle schools suggest that greater attention
14 to violence prevention efforts in middle school may
15 be warranted. Attention to middle school violence
16 problems may also aid in preventing discipline prob-
17 lems in high school.

18 (2) Strengthening needs assessments, including
19 collecting information on the prevalence of problem
20 behavior, would assist schools and districts in identi-
21 fying problem areas to allow for better targeting of
22 violence prevention efforts.

23 (3) Along with a greater focus on research,
24 schools should be encouraged to adopt a “continuous
25 improvement” process, whereby quality of implemen-

1 tation, results of activities, and incidents of problem
2 behavior are tracked to serve as a basis for modi-
3 fying activities and developing future plans.

4 (4) Schools can improve the quality of their vio-
5 lence prevention activities by strengthening efforts to
6 adopt, retain, or discard violence prevention pro-
7 grams based on research evidence on program effec-
8 tiveness.

9 (5) Greater emphasis on monitoring the imple-
10 mentation of violence prevention activities would
11 help ensure that such activities remain consistent
12 with program models. Collecting information on the
13 results of activities is critical, to gauge which activi-
14 ties are proving effective and which need to be
15 strengthened or discontinued.

16 (6) Schools and districts should be encouraged
17 to focus on quality of training of staff that imple-
18 ment and supervise the violence prevention activities.

19 **SEC. 4. REPORTS.**

20 (a) INITIAL REPORT.—Not later than March 1, 2007,
21 the Secretary of Education shall submit to Congress a re-
22 port that contains a copy of the guidelines relating to the
23 “Principles of Effectiveness” criteria developed pursuant
24 to section 4115(a) of the Safe and Drug-Free Schools and

1 Communities Act (20 U.S.C. 7115(a)) and revised pursu-
2 ant to section 3 of this Act.

3 (b) FINAL REPORT.—Not later than January 1,
4 2010, the Secretary of Education shall submit to Congress
5 a report on the implementation of the guidelines described
6 in subsection (a), including any change in program effi-
7 cacy, types of programs funded, or reduction in school vio-
8 lence, as a result of such guidelines.

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