

Office of Safe and Drug-Free Schools National Conference  
Gaylord National Resort and Conference Center August 8-10, 2011  
**MAKING THE CONNECTION: CREATING AND MAINTAINING  
CONDITIONS FOR LEARNING**

**PROPOSAL SUBMISSION FORM**

Directions: Please complete ALL sections. Incomplete or incorrect submissions will **NOT** be considered. There should be only one workshop or poster session described per submission.

Presenter Contact Information:

Name:

Affiliation:

Address:

City:

State:

ZIP Code:

Email:

Telephone:

Presentation Title:

Conference Track: (check one)

**Alcohol/Drug Use**

In the past twenty years, progress has been made in educating students on many levels and reducing the use of alcohol and illicit drugs among youth. Every day in schools across the Nation, practitioners use a variety of skills and strategies to help students make positive choices to develop and maintain healthy lifestyles. This track will demonstrate that there is a new group of drugs and alcohol drinks on the market and how it affects the current student population. It will also focus on how substances may be marketed in a targeted way to students. Some of these drugs may be below the radar when it comes to federal regulations, but partially because of this, they are creating considerable concern among parents and educators about their potential effects. This

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track will build upon skills and receive training from practitioners and experts in the fields of drug and alcohol prevention who work with schools and the community.

These sessions will involve interactive elements and maximize take-away lessons that participants can use in their school districts, organizations, and communities.

\_\_\_ **Bullying/Cyberbullying**

Bullying is a significant problem in many schools and communities. We know that bullying has been linked to decreases in academic achievement, mental and physical health, and suicidal ideation and that these impacts likely persist into adulthood. Cyberbullying is having significant impact on a growing number of schools and students. It has similar effects to school bullying, but with complicated policy and enforcement issues. As it has become clear that the overall well-being of students is highly dependent on combating bullying and cyberbullying in schools, this track will allow participants to discuss policies and programs to address bullying.

\_\_\_ **Training or Skill-Building**

Each day, practitioners use a variety of skills in order to serve our students, youth, and communities. This track will enable participants to build upon skills and receive training from practitioners and experts in the fields of emergency management; health, mental health, and physical education; alcohol, drug, and violence prevention; civic and character education; and other areas related to school- and community-based prevention. These sessions will involve interactive elements and maximize take-away lessons that participants can use in their school districts, organizations, and communities.

\_\_\_ **Youth Violence Prevention**

Our nation's schools should be safe havens for teaching and learning, free of crime and violence. Any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect bystanders, families, and the school itself. Students also live in communities, and violence they experience beyond the school walls, can affect the learning process, and healthy youth development. Workshops in this track will cover trends, research, and best practices related to youth violence prevention, and maintaining a safe learning environment at schools. Topics may include gang reduction, fights and weapons on campus, school safety conditions, and student perceptions of personal safety at school and how data on such perceptions can be used to reduce youth violence.

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\_\_\_\_\_ **Emergency Management Planning**

Schools in the United States have faced many challenges related to crises, natural, and man-made disasters. Teachers and administrators are often charged with responding to these events; such as coordinating with local community partners and managing how the aftermath of a crisis can significantly affect teaching and learning. Workshops in this track will address emerging issues, lessons learned and promising practices to address the four phases of all-hazards emergency management: prevention/mitigation; preparedness; response; and recovery

\_\_\_\_\_ **Health, Mental Health, Environmental Health, Physical Health**

Each day, students come to school with a host of health and mental health issues that can impede learning and achievement. From obesity to depression, children cannot learn optimally if they are facing health problems and challenges. School facilities also play a role in student health and achievement, as well as health issues. Components of a healthy school environment that promotes student health and wellness include strong underlying theoretical frameworks, evidence-based programs, health-promoting policies, adequate facilities, and well-qualified personnel. This track will examine different aspects of these components, how they intersect and combine, and real world examples of schools that promote positive health and mental health for students. In addition, sessions in this track will examine the intricate connections between health and mental health and academic achievement, classroom management, and, student outcomes.

\_\_\_\_\_ **Resources**

As the demands and challenges facing schools and communities evolve, practitioners need a variety of resources to adapt to changing needs and roles. This track will highlight a variety of tangible resources and tools developed by fellow practitioners and leaders in their respective fields.

\_\_\_\_\_ **Data Collection**

To ensure that schools are safe places for students to learn, schools should understand the issues their communities face and the conditions that may influence student risk behaviors to best formulate intervention and prevention strategies. School communities are complex systems that include multiple stakeholders and interconnecting

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environmental factors that influence student health and safety. As such, comprehensive needs assessments of conditions for learning--including school engagement, school safety, and the school environment as elements evaluated--can provide educators with the data support needed to pursue comprehensive approaches to school safety reform. These needs assessments may include traditional, official reports of school incidents as well as student, staff, and family questionnaires to assess the experiences, perceptions and behaviors of school community members. This workshop track will help educators, administrators, and school officials to understand the purposes, processes, and challenges associated with the collection and usage of school-level climate data.

\_\_\_\_\_ **Partnerships**

With this Administration's priority on "placed-based" initiatives and limited State and local resources, partnerships can be key to lasting, meaningful outcomes for students. This workshop track will include sessions that address the nuts and bolts of creating and sustaining effective partnerships among school districts, schools, local agencies, community organizations, and local government that successfully work to create safe and respectful climates for students to achieve and thrive academically.

\_\_\_\_\_ **Special Populations**

Every day, educators and youth serving practitioners face different challenges as they seek to serve children and youth; made all the more difficult when individual students bring their own special challenges into the classroom or community. This track will enable participants to learn of successful practices and approaches that will maximize their chances for success with a variety of special populations of children, youth, and their families. These populations could include a variety of children and youth in need of specialized considerations such as children and youth in foster care, homeless youth, LGBT youth, Native American and Alaska Native children and youth, immigrant families, children with incarcerated parents, and youth in transition, as well as others which the presenters may propose. The sessions will include all aspects of working with these children, youth and their families and will involve interactive elements and maximize take-away lessons that participants can use in their school districts, organizations, and communities.

\_\_\_\_\_ **Emerging Issues**

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In a constantly changing educational environment, new issues and topics emerge to challenge educators, administrators, students and families—such as new threats of school violence, creating green schools, or ways of connecting students to adults. This conference track will provide attendees the opportunity to discuss the most current issues facing educators.

Presentation Type: (check one)

\_\_\_ **Workshop:** A 60-minute single- or multiple-presenter session related to the conference theme and a conference track. All workshops must include sufficient time for audience questions, a PowerPoint or other electronic format presentation, and handouts for participants.

\_\_\_ **Poster:** These sessions, which are up to 90 minutes, use a visual, interactive format that typically focuses on specific programs, recent findings, or resources. Presenters provide information on poster boards, and/or table-top displays, as they hold discussions with attendees who circulate among the posters.

*Note: Presentation materials will be posted on the Department of Education web site following the conference.*

Proposed Presenters and their affiliations (maximum of two for workshops or posters):

1.

2.

Learning Objectives for the Presentation:

Identify one to three learning objectives. Each learning objective must be 15 words or less and will be published in the conference program book. A learning objective is a

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statement in specific and measurable terms that describes what the learner will be able to do as a result of participating in the workshop or poster presentation.

1.

2.

3.

Proposal Checklist:

In addition to this form, please attach a proposal that contains the following information:

- Presentation abstract for printing in the conference program book. (100 words or less)
- Narrative response to the proposal review criteria. (maximum of two pages)
- A list of recent conference presentations conducted that were similar to this proposal.
- Biographical information for each presenter (50 words or less).

**The deadline for proposal submissions is April 18, 2011. All proposals must be submitted by email to [osdfsnationalconference@ed.gov](mailto:osdfsnationalconference@ed.gov).**

An example of a past proposal submission can be requested at the same email address using the subject line "sample proposal."