



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Elementary School Implementation Plan for Meeting the Requirements of the No Child Left Behind Act (NCLB) of 2001 and the Title IV, Part A: Safe and Drug-Free Schools and Communities (SDFSC) Act

NUMBER: REF-3398.1

ISSUER: René Gonzalez, Assistant Superintendent Student Health and Human Services

DATE: September 22, 2008

ROUTING
 Local District Superintendents
 School Support Services Directors
 Administrators of Instruction
 Operations Coordinators
 Elementary School Principals
 Local District Title IV Advisers
 HEP Coordinators
 Elementary School Teachers

PURPOSE: The purpose of this Reference Guide is to reaffirm the continued need for all schools and offices to meet the federal, state, and District requirements of the NCLB Act of 2001 and the Title IV, Part A: Safe and Drug-Free Schools and Communities (SDFSC) Act by following their stipulations and by teaching appropriate programs recommended in BUL-3403.1 on violence-, alcohol-, tobacco-, and drug-prevention curriculums in LAUSD schools K–12.

MAJOR CHANGES: This Reference Guide replaces REF-3398.0 of the same title dated January 3, 2007. This revision reflects an update of contact information.

INSTRUCTIONS: BACKGROUND

The Health Education Programs (HEP) office and the Title IV, Part A: SDFSC and Tobacco Use Prevention Education (TUPE) Advisory Committee, in accord with the guidelines set forth by the federal government and the California Department of Education (CDE), have identified scientific-based and research-validated curriculums for each grade level in the District’s LEA Plan. Only those curriculums approved by the state are to be used for violence, alcohol, tobacco, and drug-prevention instruction for compliance.

The state’s Categorical Program Monitoring (CPM) will be the monitoring mechanism in place, as required by the CDE to hold the District and all schools accountable for Districtwide implementation of the prevention education in violence and alcohol, tobacco, and other drugs (ATOD). It is the responsibility of the school-site principal to secure training and monitor implementation of violence- and ATOD-prevention education at each grade level by using the District-adopted programs.



RESEARCH-VALIDATED CURRICULUMS FOR ELEMENTARY SCHOOLS

A. *Second Step*

A violence-prevention curriculum for Grades K–5 that teaches character education and helps students develop social emotional skills such as empathy, impulse control, problem solving, and anger management by using oral language, written communication, role-playing, and critical thinking. The *Second Step* curriculum is divided into three units. Unit 1, Empathy, focuses on how to identify feelings and how to treat others with compassion. Unit 2, Impulse Control and Problem Solving, focuses on how to control impulsive behaviors and how to use the conflict-resolution process. Unit 3, Anger Management, focuses on teaching students to identify what triggers their anger and how to calm down to avoid acting-out behavior.

Research has shown that students who are taught a social emotional curriculum will score an average of 10 percentile points higher on academic achievement tests than students who are not taught such a curriculum. In addition, these students will also have less disruptive behavior in the classroom and on the yard, will have fewer office referrals and suspensions, and will have better attendance (Weissburg and Durak, 2005).

The units are taught in consecutive order to ensure the fidelity of the program. Transfer of learning, or practicing the skill, is an important part of the curriculum. *Second Step* has been aligned to the *English/Language Arts Framework for California Public Schools* and the District-adopted *Health Standards*.

Grade K	(25 lessons)
Grade 1	(22 lessons)
Grade 2	(17 lessons)
Grade 3	(15 lessons)
Grade 4	(22 lessons)
Grade 5	(22 lessons)

B. *Too Good For Drugs*

An ATOD-prevention curriculum for Grades K–6, using age-appropriate lessons to enhance and expand the skills, knowledge, and attitudes that promote a safe and drug-free life. Five interwoven components appear throughout the curriculum. The components are Goal Setting, Decision Making, Bonding With Others, Identifying and Managing Emotion, and Communicating Effectively. There are ten lessons that include normative expectations, information on the harmful effects of drug use, prosocial skill development, diverse role-play situations, cooperative learning, and parental involvement.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Each lesson is scripted for easy use. The lessons focus on developing assets (Search Institute: 40 Developmental Assets) that are the building blocks of healthy development. Developing assets and protective factors have been found to promote resiliency and success in students. The lessons are to be taught in consecutive order to ensure the fidelity of the program and its positive results. Grades K-6 have ten lessons at each grade level.

Too Good For Drugs has been aligned to the standards in the *English/Language Arts Framework for California Public Schools*. There is an emphasis on the listening and speaking standards critical to the English Language Learner. The curriculum also supports strategies for teaching Specially Designed Academic Instruction in English (SDAIE) for English Language Learners.

TRAINING

It is the responsibility of principals to ensure that training is provided for their teachers at each grade level in the District-adopted violence- and ATOD- prevention education programs. Curriculum will not be released without appropriate training to ensure fidelity in classroom instruction, knowledge of appropriate implementation models that can be tailored to each school schedule, and sustainability strategies to further support program stability. Principals are strongly encouraged to work with the HEP coordinator at the school site and the Local District Title IV Adviser. The Local District Title IV Adviser must coordinate training with school site.

DISTRIBUTION OF CURRICULUMS

The HEP distribution warehouse will send the appropriate curriculum directly to schools. The curriculums are to be requested through the Local District Title IV adviser. Curriculums will not be released to a school without clearance from the HEP office that the school has met all training requirements. An internal office distribution request form must be used to ensure accountability of curriculums, workbooks, and related materials.

The *Second Step* and *Too Good For Drugs* curriculums are distributed as one curriculum kit for two teachers at a grade level. Model schools will receive one kit for each teacher.

The *Too Good For Drugs* workbooks must be requested annually from the Local District Title IV adviser.

MEASUREMENT AND EVALUATION

The HEP office also administers the *California Healthy Kids Survey (CHKS)* every other year as a tool for measuring our outcomes and program effectiveness. Trend



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

analysis is done to compare and monitor the schools and their performance levels on the state survey to direct future strategic planning.

COMMUNICATION

The Health Education Programs office will be communicating directly with Local Districts, school sites, administrators, nurses, teachers, and selected central offices and departments in regard to trainings and other related activities. Communications will include online, electronic, U.S. Postal service, and school mail from the Health Education Programs office, DARE Distribution Warehouse, and the Local District Title IV Adviser or compliance designee.

RELATED RESOURCES:

BUL-3403.1, "Meeting the Requirements of the No Child Left Behind Act of 2001 and Title IV, Safe and Drug-Free Schools and Communities Act."

ASSISTANCE:

For assistance or further information, please contact the Health Education Programs office at (213) 241-3570, Student Health and Human Services Division.