



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Middle 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-3404.1

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

DATE: September 2, 2008

ROUTING
 Local District Superintendents
 School Support Services Directors
 Administrators of Instruction
 Operations Coordinators
 Middle School Principals
 Local District Title IV Advisers
 TUPE Advisers
 Middle School Health Teachers
 Middle School Science 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: 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-3404.0.

INSTRUCTIONS: BACKGROUND

The Health Education Programs (HEP) office and the Title IV, Part A: SDFSC and Tobacco Use Prevention Education (TUPE) Advisory Committee, following 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 MIDDLE SCHOOL

| | |
|----------|--|
| Grade 6: | <i>Second Step, Level 1</i> (15 lessons) <i>Too Good for Drugs</i> (10 lessons) |
| Grade 7: | <i>Project ALERT</i> (11 lessons) <i>Second Step, Level 2</i> (8 lessons) |
| Grade 8: | <i>Project ALERT Booster Sessions</i> (3 lessons) <i>Second Step, Level 3</i> (8 lessons) |

PROGRAM DESCRIPTIONS

A. *Second Step*

A violence-prevention curriculum for Grades K–8 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 at the lunch area, 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 state-adopted *Health Standards*.

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.

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 curriculum and its positive results.

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.

C. *Project ALERT*

The core curriculum is an ATOD-prevention education curriculum organized into eleven lessons. The curriculum uses models through providing videos of older teens, demonstrating effective ways to say “no.” The curriculum provides student practice sessions and teacher feedback through self-efficacy statements following each role-play.

The booster lessons are designed to extend the core curriculum’s positive effects. Research has shown that booster lessons are critical for maintaining early prevention gains. The three booster lessons build on both the core curriculum and each other and should be taught in consecutive order. The concepts stress motivating resistance to drugs, counteracting internal and external pressure to use drugs, and the benefits of resisting drugs.

Both the core curriculum and the booster lessons offer a variety of activities, audiovisual materials, student handouts, and homework assignments.



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 TUPE coordinator at the school site and the Local District Title IV Adviser or compliance designee.

A. Grade 6

The programs are taught by the science/health teacher(s) during the six-week health education mandate of each semester in Grade 6.

For *Second Step*, a three-hour training will be provided by the Local District for all Grade 6 science/health teachers. The training can be at the school site or a selected Local District location site. Further training may be required depending on size of school and selected implementation model.

For *Too Good for Drugs*, training will be provided for all teachers in Grade 6. The Local District trainer may come to the school site to provide a two-hour training for all Grade 6 teachers.

B. Grade 7

The curriculums cited below are to be taught during the Grade 7 health course in either semester.

For *Second Step*, a three-hour training will be provided by the Local District for all Grade 6 science/health teachers. The training can be at the school site or a selected Local District location site.

For *Project ALERT*, a six-hour online training will be offered. Teachers will be compensated for their online training time by receiving the \$25 hourly training rate. Teachers can sign up for either training with the principal or the TUPE coordinator.

C. Grade 8

For *Second Step*, a three-hour training will be provided by the Local District for all Grade 8 science/health teachers. The training can be at the school site or a selected Local District location site.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

For *Project ALERT*, an online training will be provided for the Grade 8 science teachers. The school does have the option of having the Grade 7 teacher teach the lessons in the Grade 8 science classes, but the school is responsible for substitute coverage.

The principal can directly contact the Local District to schedule trainings in the District-adopted violence- and ATOD-prevention education programs. Principals are strongly encouraged to work with the TUPE coordinator at the school site and the Local District Title IV Adviser or compliance designee.

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 or compliance designee. 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 each teacher. The *Too Good For Drugs* workbooks must be requested annually from the Local District Title IV adviser or compliance designee.

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 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."



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

ASSISTANCE: For assistance or further information, please contact the Health Education Programs office at (213) 241-3570.