



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: High 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-3405.0

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

DATE: November 16, 2006

ROUTING
 Local District Superintendents
 Local District Administrators of Instruction
 HS Principals
 Local District HEP Advisers
 HEP Coordinators
 HS Health Teachers
 HS 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 mandated in BUL-3403.0 on violence-, alcohol-, tobacco-, and drug-prevention curriculums in LAUSD schools K–12.

MAJOR CHANGES: This *Reference Guide* replaces applicable portions of MEM-343 (2003). The content remains the same. Names of personnel and office locations have been updated.

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 HIGH SCHOOL

Grade 9:	<i>Project Toward No Drug Abuse</i> (12 lessons)
Grade 10:	<i>Project Northland: Class Action</i> (2 lessons)
Grade 11:	<i>Project Northland: Class Action</i> (2 lessons)
Grade 12:	<i>Project Northland: Class Action</i> (2 lessons)

PROGRAM DESCRIPTIONS

A. *Project Toward No Drug Abuse (Project TND)*

This program is a highly interactive program designed to help high school youth resist substance use. A school-based program, *Project TND* consists of twelve 40- to 50-minute lessons that include motivational activities, social skills training, and decision-making components that are delivered through group discussions, games, role-playing exercise, videos, and student worksheets. *Project TND* teaches participants increased coping and self-control that allow them to (1) grasp the cognitive misperceptions that may lead to substance use and express a desire not to abuse substances; (2) understand the sequence of substance abuse and the consequences of using substances; (3) correct myths concerning substance abuse; (4) demonstrate effective communication, coping, and self-control skills; and (5) state a commitment to discuss substance abuse with others. The units are taught in consecutive order to ensure the fidelity of the program.

Research has shown that schools using *Project TND* have reduced cigarette use by 27%, marijuana use by 22%, alcohol by 9%, and weapon possession among males by 25%.

B. *Project Northland: Class Action*

This curriculum is a multilevel, multiyear program proven to delay the age at which young people begin drinking, to reduce alcohol use among those who have already tried drinking, and to limit the number of alcohol-related problems in young drinkers.

Underage drinking is presented as a communitywide problem, giving students the opportunity to debate the legal intricacies of alcohol-related cases involving teenagers. *Class Action* emphasizes broader social and legal consequences of underage drinking, rather than the usual sole focus on individual responsibility. Each classroom divides into five or six legal teams who argue hypothetical civil cases. The cases involve personal



injury or property damage resulting from six different scenarios: drinking and driving, fetal alcohol syndrome, violence and server liability, date rape, vandalism and server liability, and the enforcement of school alcohol policies for athletes. Each team researches the topic and presents arguments to the class. The class, in turn, serves as the jury and renders a verdict.

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. Curriculums will not be released without appropriate training to ensure fidelity in classroom instruction and teachers' knowledge of appropriate implementation models that can be tailored to each school schedule and of sustainability strategies to further support curriculum stability. Principals are to contact the HEP office for training dates and registration as follows:

Title IV Health Education Program Office:

Central: Anne Monk (213) 241-3511

Private Schools: Tim Kordic (213) 241-3519

A. Grade 9

The *Project Toward No Drug Abuse* training is organized by the HEP office and provides a one-day training for all Grade 9 health teachers. The training will provide the skills and information needed to use the curriculum. Training sites may vary to accommodate as many schools as possible. Each training session will be open to a maximum of 60 teachers, and the curriculum will be sent to schools once the participants have completed the training. The curriculum is taught by the health teacher(s) during the semester health course in Grade 9.

B. Grades 10, 11, and 12

Class Action is to be taught during the Grade 10, 11, or 12 in either semester of the course chosen by the principal (suggested courses are advisories, drama, economics, English, government, or history). For compliance, the principal must designate a course in which to teach *Class Action*.

The HEP office will organize the teacher trainings offered throughout the school year for *Project Northland: Class Action*. The training sites may vary to accommodate as many schools as possible. Each training session will be open to a maximum of 40 teachers, and the curriculum will be sent



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to schools once the participants have completed the training. Principals must complete the “Record of Teachers’ Training in Prevention Curriculum” (Attachments A and B) to arrange for a training date. The principal can also directly contact the HEP office to inquire about trainings for the District-adopted violence- and ATOD-prevention education programs. Principals are strongly encouraged to work with the HEP office because the HEP office requires a completed compliance form (Attachments A and B) for Grades 9, 10, 11, and 12 to be accountable to the state for continued funding.

DISTRIBUTION OF CURRICULUMS

The HEP distribution warehouse will send the appropriate curriculum directly to schools. The curriculums are to be requested through the HEP office. Curriculums will not be released to the 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.

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 state tests 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 LAUSD mail from the Health Education Programs office, DARE Distribution Warehouse, and the Local District Title IV/TUPE advisers.

RELATED RESOURCES:

Review policy in BUL–3403.0 for Title IV curriculum requirements. Please use the forms provided for providing record of teacher training in Title IV curriculums (Attachments A and B). A training survey form (Attachment C) has been provided for the collection of training data.

ASSISTANCE:

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