



**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-3404.0

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

**DATE:** November 16, 2006

**ROUTING**  
 Local District Superintendents  
 Local District Administrators of Instruction  
 Principals  
 Local District HEP Advisers  
 HEP Coordinators  
 Health Teachers  
 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 MIDDLE SCHOOL**



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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 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*.

#### 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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.

### A. 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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, 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/TUPE HEP adviser.

### Local District Title IV/TUPE HEP Advisers

LD 1: Emiliano Barron (818) 654-3634  
LD 2: Ruth Baker (818) 755-5328  
LD 3: Carolyn Henley-Johnson (310) 253-7823  
LD 4: Beth Kremer (323) 932-2298  
LD 5: Scot Matsuda (323) 224-3364  
LD 6: Janice Barnes (323) 278-3968  
LD 7: Victoria Roberts (323) 242-1416  
LD 8: Scheri DuBon (310) 354-3524  
Central: Diane Schwartz (213) 241-3541  
Private Schools: Tim Kordic (213) 241-3519  
Model Schools: Karen Sorensen (213) 241-3521

#### 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 Title IV/TUPE HEP adviser 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. Each school site will have two training options. The Title IV/TUPE HEP adviser may come to the school site to do a training for all Grade 6 teachers, or the principal may ask that the TUPE coordinator or a selected Grade 6 science/health teacher be trained as a teacher trainer in *Too Good for Drugs*. Each trainer will receive one day of training from a Local District Title IV/TUPE HEP adviser. Each teacher trainer will be responsible for providing a two-hour training for all Grade 6 science/health teachers.

#### B. Grade 7



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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 Title IV/TUPE HEP adviser for all Grade 7 science/health teachers. The training can be at the school site or a selected Local District location site.

For *Project ALERT*, a workshop training will be offered throughout the year by a *Project ALERT* trainer. Also, an eight-hour online training will be offered on the Internet. Substitute coverage will be provided for workshops only. Teachers will be compensated for their online training time by receiving the \$25 training rate. Teachers can sign up for either training with the principal or the TUPE coordinator. The Health Education Programs office will be responsible for organizing the trainings.

### C. Grade 8

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

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.

Principals will need to complete the forms for records of training (Attachments A, B, and C) to arrange for training dates. The principal can also directly contact the Local District Title IV/TUPE adviser 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 because the coordinator is responsible for the compliance forms required by the HEP office for the health/science teachers in Grade 6, health teacher in Grade 7, and science teacher in Grade 8.

### 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/TUPE HEP 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



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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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 Title IV/TUPE HEP adviser.

The only hand-to-hand exchange will be at the *Project ALERT* workshop for Grade 7 teachers.

### 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 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, B, and C). A training survey form (Attachment D) 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.