

# Substance Use and Abuse Health Education Implementation Plan



<b>State Board of Education Rule:</b>	<a href="#">6A-1.094122</a> Substance Use and Abuse Health Education
<b>Name of the School District</b>	Collier County Public Schools
<b>Superintendent of the School District</b>	Dr. Kamela Patton
<b>Implementation Period: (MM/YY – MM/YY)</b>	08/31/2020-6/11/2021
<b>Submission Date to the Commissioner</b>	12/1/2020
<b>Direct URL to the Implementation Plan as posted on the school district website</b>	<a href="https://www.collierschools.com/healtheducation">https://www.collierschools.com/healtheducation</a>
<b>School District Contact(s) for this Plan</b> <i>(name and email address)</i>	Tracy Bowen <a href="mailto:bowentr@collierschools.com">bowentr@collierschools.com</a>

<b>Select the specific subject area(s) of the courses in which instruction will be delivered:</b>			
<input checked="" type="checkbox"/> Art – Visual Arts	<input type="checkbox"/> Experimental Education	<input type="checkbox"/> Peer Counseling	<input checked="" type="checkbox"/> World Languages
<input checked="" type="checkbox"/> Computer Education	<input checked="" type="checkbox"/> Health Education	<input checked="" type="checkbox"/> Physical Education	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Dance	<input type="checkbox"/> Library Media	<input checked="" type="checkbox"/> Research/Critical Thinking	
<input checked="" type="checkbox"/> Drama – Theatre Arts	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	
<input checked="" type="checkbox"/> English/Language Arts	<input checked="" type="checkbox"/> Music Education	<input checked="" type="checkbox"/> Social Studies	
<b>Select the qualification(s) of the instructors for the above courses:</b>			
<input checked="" type="checkbox"/> Florida Certified Teacher <input checked="" type="checkbox"/> Community-based Expert <input checked="" type="checkbox"/> School Nurse <input checked="" type="checkbox"/> School Counselor <input checked="" type="checkbox"/> School Psychologist <input checked="" type="checkbox"/> Other			
<b>Please explain the rationale for delivering the instruction in the courses selected above for each grade level.</b>			
<p><b>K:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>1:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>2:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>3:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>4:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>5:</b> Health Education in traditional classroom environment allows for students to build trust and supportive relationships, where communication and learning is more practical for this content area.</p> <p><b>6:</b> The Science classroom allows for an evidence based, scientific approach to specific content area, particularly, brain development, addition, BAC/BAV, etc.</p>			

# Substance Use and Abuse Health Education Implementation Plan



7: The Science classroom allows for an evidence based, scientific approach to specific content area, particularly, brain development, addition, BAC/BAV, etc.

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9: Health and Physical Education courses, particularly the HOPE course, provides a direct connection to health standards and practices. There are various connections to substance use and abuse through sport injury and use of opioids, along with use following sports events, dangers of use and impacts of use on the field, connections to driving and impairment as well as physical body, addiction/brain development. Without annually required health classes by the state, use of other courses with various teaching certifications are necessary at the High school level to ensure component is covered yearly. We will be including Substance Use, Abuse, and Misuse within our credit-earning course on a modified bell schedule as stated within the Mental Health plan.

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Please describe the methods for delivering the instruction for each grade level.

# Substance Use and Abuse Health Education Implementation Plan



K: Classroom teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker experts, etc.

1: Classroom teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker experts, etc.

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5: Classroom teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker experts, etc.

6: Classroom Science teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc.

7: Classroom Science teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc.

8: Classroom Science teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc.

9: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc.

10: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentations, etc.

11: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentations, etc.

12: Health and/or Physical Education teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentations, etc.

Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

K: Harcourt Health and Fitness Florida Edition, Red Ribbon Week video series with a focus on: differences between medicines and things that can hurt us, only use properly with parents/guardians guidance, basic refuse/run/tell, harmful effects of alcohol, tobacco, drugs on body basics

# Substance Use and Abuse Health Education Implementation Plan



- 1: Harcourt Health and Fitness Florida Edition, Too Good for Drugs, Red Ribbon Week video series with a focus on: differences between medicines and things that can hurt us, only use properly with parents/guardians guidance, basic refuse/run/tell, harmful effects of alcohol, tobacco, drugs on body basics, protective factors: goals, friendships, listening/observing, decision-making and refusal skills
- 2: Harcourt Health and Fitness Florida Edition, Too Good for Drugs, Red Ribbon Week video series with a focus on: differences between medicines and things that can hurt us, only use properly with parents/guardians guidance, basic refuse/run/tell, harmful effects of alcohol, tobacco, drugs on body basics, protective factors: goals, friendships, listening/observing, decision-making and refusal skills
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- 4: Harcourt Health and Fitness Florida Edition, Too Good for Drugs, Red Ribbon Week video series with a focus on: differences between medicines and things that can hurt us, only use properly with parents/guardians guidance, basic refuse/run/tell, harmful effects of alcohol, tobacco, drugs on body with situations, protective factors: goals, friendships, communication, decision-making and refusal skills, peer pressure
- 5: Harcourt Health and Fitness Florida Edition, Too Good for Drugs, Red Ribbon Week video series with a focus on: differences between medicines and things that can hurt us, only use properly with parents/guardians guidance, basic refuse/run/tell, harmful effects of alcohol, tobacco, drugs on body with situations, protective factors: goals, friendships, communication, decision-making and refusal skills, peer pressure, and positive coping strategies
- 6: 1- 50 minute lesson created by District and Science team includes, harmful effects of alcohol and drugs on body with scenarios, decision-making and refusal skills, peer pressure.
  - 1 – 50 minute lesson on Dangers of Vaping
    - - 50 minute presentation from Drug Free Collier
  - 1 - 50 minute Health Moves Minds Alcohol and Drug Awareness and Prevention 3 station Movement and Learning Station Activities with David Lawrence Center Prevention Advocates Leading stations (PE specific)
- 7: 1- 50 minute lesson created by District and Science team includes, harmful effects of alcohol, tobacco, drugs on body with scenarios, decision-making and refusal skills, peer pressure.
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9: 1 – 30 minute District and community partner created video/activity lesson specific to dangers of alcohol use/abuse, misuse and addiction (included in the Mental and Emotional Health Education Implementation Plan)

- HOPE courses provide:
  - 1 – 50 minute lesson on Dangers of Vaping (District Created with FLDOH, Drug free Collier, Collier Sheriff's Department, etc.)
  - 2- 50 minute lessons [Alcohol Literacy Challenge](#) (ALC) evidence based intervention program
  - 3- 50 minute lessons [Truth about Drugs](#) (Drug Free World materials)
  - 3– 50 minute lessons from Harcourt Health text Tobacco, Alcohol, Drugs and Medicine
  
- Credit Earning Course Lesson on Modified Bell Schedule will provide:

30 minute Lesson will be District-developed by Mental Health Education Workgroup based on the *Mental Health and High School Curriculum Guide – Understanding Mental Health and Mental Illness* (teenmentalhealth.org) using pre-recorded video presentations produced by the District Communications Department using a television show format on Alcohol Use, Abuse and Misuse:

  - Use of live actors (staff, interns, students) from diverse backgrounds who are relatable to students and who use student-friendly language
  - Combination of direct instruction, timed discussions, engaging short videos, writing prompts and individual and group activities, and a pre- and post-survey of knowledge
  - Content will consist of discussion questions, activities or embedded video content differentiated 9-12 grade bands, with additional lessons developed for years thereafter to ensure students receive five hours annually

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In grades K-12 additional layers of instruction may include:

- 50 minute presentations by David Lawrence Center, Drug Free Collier, Counselor, Nurse, Youth Relations Deputies or other community experts approved/vetted by district staff