

Substance Use and Abuse Health Education Implementation Plan



State Board of Education Rule:	6A-1.094122 Substance Use and Abuse Health Education
Name of the School District	Collier County Public Schools
Superintendent of the School District	Dr. Kamela Patton
Implementation Period: (MM/YY – MM/YY)	08/16/2021-6/2/2022
Submission Date to the Commissioner	12/1/2021
Direct URL to the Implementation Plan as posted on the school district website	https://www.collierschools.com/healtheducation
School District Contact(s) for this Plan <i>(name and email address)</i>	Tracy Bowen bowentr@collierschools.com

Select the specific subject area(s) of the courses in which instruction will be delivered:			
<input checked="" type="checkbox"/> Art – Visual Arts	<input type="checkbox"/> Experimental Education	<input checked="" 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 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	
Select the qualification(s) of the instructors for the above courses:			
<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			
Please explain the rationale for delivering the instruction in the courses selected above for each grade level.			
<p>K: 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>1: 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>2: 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>3: 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>4: 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>5: 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>			

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6: The Science classroom allows for an evidence based, scientific approach to specific content area, particularly, brain development and chemical reactions, genetics/heredity connections to addiction, BAC/BAV, etc.

7: The Science classroom allows for an evidence based, scientific approach to specific content area, particularly, brain development and chemical reactions, genetics/heredity connections to addiction, BAC/BAV, etc.

8: The Science classroom allows for an evidence based, scientific approach to specific content area, particularly, brain development and chemical reactions, genetics/heredity connections to addiction, BAC/BAV, etc.

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.

10: 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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Use, Abuse, and Misuse within our credit-earning course on a modified bell schedule as stated within the Mental Health plan.

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

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.

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

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

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

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. Health and Physical Education teachers connect learning and application for a healthy lifestyle over a lifetime.

7: Classroom Science teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc. Health and Physical Education teachers connect learning and application for a healthy lifestyle over a lifetime.

8: Classroom Science teacher, direct instruction, small group activities, video/media segments, article/text/pictures, speaker expert presentation, etc. Health and Physical Education teachers connect learning and application for a healthy lifestyle over a lifetime.

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

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

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

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

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

K: District-developed Canvas Module (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

1: District-developed Canvas Module 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: District-developed Canvas Module 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: District-developed Canvas Module 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: District-developed Canvas Module 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

Special focus on grade 6-8 state standards and benchmarks for instruction covering:

- Demonstrate use of a decision-making model or process in situations involving misuse or abuse of substances.
- Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.
- Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease and neurological/brain damage.

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- Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.
- Examine the effects of marijuana/THC on body systems and behavior.
- State the risks of misusing and sharing prescription drugs.
- Identify signs and symptoms of prescription drug misuse and overdose.
- Describe the short- and long-term physical and social consequences of tobacco and/or nicotine use.
- Discuss family rules, school rules and state laws about the use of alcohol and other drugs.
- Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.
- Describe how external factors can influence behaviors related to tobacco and/or nicotine use.
- Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco and/or nicotine products on school property.
- Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol misuse and/or abuse.
- Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
- Investigate how marijuana/THC use can impede goals, activities, achievements, and college and career readiness.
- Demonstrate refusal and negotiation skills in specific scenarios related to underage drinking and illicit drug use.
- Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.
- Work cooperatively with peers to advocate for others to remain alcohol and drug free.
- Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
- Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.
- Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.
- Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.
- Describe how to support family and friends who are trying to stop using tobacco and/or nicotine.

6: 1- 45-minute lesson created by District and Science team to include

1 – 45-minute lesson on Dangers of Use, Misuse and Abuse

1 - 45-minute Health Moves Minds Alcohol and Drug Awareness and Prevention Presentation with David Lawrence Center Prevention Advocates Leading stations (PE specific)

1 – 45-minute Claim Evidence Reasoning Assignment on Substance Use, Abuse and Misuse through Physical Education class

7: 1- 45-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.

1 – 45-minute lesson on Dangers of Use, Misuse and Abuse

- - 45-minute presentation from Drug Free Collier (optional)

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1 - 45-minute Health Moves Minds Alcohol and Drug Awareness and Prevention Presentation with David Lawrence Center Prevention Advocates Leading stations (PE specific)

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Special focus on grade 9-12 state standards and benchmarks for Substance Use and Abuse instruction covering:

- Differentiate between various levels of alcohol consumption and its effects on the body.
- Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.
- Analyze the long-term health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease and neurological damage.
- Analyze how alcohol and/or drug use can impede goals, activities, achievements, and college and career readiness.
- Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.
- Examine the effects of marijuana/THC on brain function and development.
- Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.
- Analyze signs and symptoms of prescription drug misuse and overdose.
- Summarize the risks and consequences of misusing and sharing prescription drugs.
- Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco and/or nicotine use.
- Analyze the legal, emotional and social consequences of underage consumption of alcohol.
- Distinguish how external factors, including industry practices, can influence behaviors related to tobacco and/or nicotine use.
- Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol misuse and/or abuse.
- Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.
- Investigate how marijuana/THC use can impede goals, activities, achievements, and college and career readiness.
- Evaluate the accessibility of effective nicotine cessation products and services.
- Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.

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- Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.
- Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.
- Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to marijuana/THC.
- Compare strategies for supporting family and friends who are trying to stop using tobacco and/or nicotine.

9: 1 – 30-minute District and community partner created video/activity lesson specific to dangers of alcohol use/abuse, misuse and addiction (similar to the Mental and Emotional Health Education Implementation Plan)

- Connect for Success learning session 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 knowledge checks
 - Content will consist of discussion questions, activities or embedded video content differentiated 9-12 grade bands as needed
- HOPE courses provide:
 - 1 – 45-minute lesson on Dangers of Vaping (District Created with FLDOH, Drug free Collier, Collier Sheriff's Department, etc.)
 - 2- 45-minute lessons [Alcohol Literacy Challenge](#) (ALC) or [EVERFI](#) (ALCOHOL EDU) evidence-based intervention program
 - 3- 45-minute lessons [Truth about Drugs](#) or [EVERFI](#)
 - 3– 45-minute lessons from Human Kinetics HOPE text Tobacco, Alcohol, Drugs and Medicine
- All Physical Education courses provide:
 - 1 – 45-minute Claim Evidence Reasoning Assignment on Substance Use, Abuse and Misuse through Physical Education class

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

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