

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	Gilchrist County School District
Superintendent of the School District	Rob Rankin
Implementation Period: (MM/YY – MM/YY)	11/2019 – 05/2020
Submission Date to the Commissioner	11/20/2019
Direct URL to the Implementation Plan as posted on the school district website	https://www.gilchristschools.org/
School District Contact(s) for this Plan <i>(name and email address)</i>	Terri Crawford- Director of Mental Health Services crawfordt@myqcsd.org

Select the specific subject area(s) of the courses in which instruction will be delivered:

<input type="checkbox"/> Art – Visual Arts <input type="checkbox"/> Computer Education <input type="checkbox"/> Dance <input type="checkbox"/> Drama – Theatre Arts <input checked="" type="checkbox"/> English/Language Arts	<input type="checkbox"/> Experimental Education <input type="checkbox"/> Health Education <input type="checkbox"/> Library Media <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Music Education	<input type="checkbox"/> Peer Counseling <input checked="" type="checkbox"/> Physical Education <input type="checkbox"/> Research/Critical Thinking <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Other
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Select the qualification(s) of the instructors for the above courses:

Florida Certified Teacher
 Community-based Expert
 School Nurse
 School Psychologist
 School Counselor
 Other

Please explain the rationale for delivering the instruction in the courses selected above for each grade level.

K: Instruction during SEL time was selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive online instruction as part of their 5-hour requirement.

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2: Instruction during SEL time was selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive all online instruction as part of their 5-hour requirement.

3: Instruction during SEL time was selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive online instruction as part of their 5-hour requirement.

4: Instruction during SEL time was selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive online instruction as part of their 5- hour requirement.

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5: Instruction during SEL time was selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive online instruction as part of their 5- hour requirement.

6: Instruction during Science, English, Math, AG, Physical Education and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive 1 hour of online instruction as part of their 5-hour requirement.

7: Instruction during Science, English, Math, Ag, Physical Education and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive 1 hour of online instruction as part of their 5-hour requirement. .

8: Instruction during Social Studies, English, Math, AG and other courses selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Gilchrist virtual school students will receive 1 hour of online instruction as part of their 5-hour requirement.

9: Instruction during English, Science, AG, Math and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Dual Enrollment may attend in person or receive 1 hour on line. Gilchrist virtual school students will receive 1 hour of online instruction as part of their 5 -hour requirement.

10: Instruction during Science, AG, Math, Physical Education and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Dual Enrollment may attend in person or on line. Gilchrist virtual school students will receive 1 of online instruction as part of their 5-hour requirement.

11: Instruction during English, Math, AG, Physical Education and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Dual Enrollment may attend in person or on line. Gilchrist virtual school students will receive all 1 hour of online instruction, via full online versions of presented curriculums as part of their 5-hour requirement.

12: Instruction during English, Math, Ag, Physical Education and other courses were selected based on a collaborative discussion with relevant stake holders (i.e. school administration, teachers, mental health counselors) regarding grade specific goals, availability, and needs. Dual Enrollment may attend in person or on line. Gilchrist virtual school students will receive 1 hour of online instruction online versions of presented curriculum as part of their 5-hour requirements. .

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

K: Grade-wide, developmentally appropriate instruction, based on *Wise Owls Drug Safety Kit* curriculum will be provided by district's staff members utilizing multimedia presentation materials including case studies, videos, and discussions. The curriculum will educate and engage students in conversations on: how to identify healthy behaviors and positive choices, recognizing the harmful and legal impacts of drugs (e.g. alcohol, tobacco, etc.) especially on young people, prepare for peer pressure situations by role playing refusal and assertiveness skills, discuss healthy medication usage, and identify trusted grownups in their lives who can provide medication safely.

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4: Grade-wide, developmentally appropriate curriculum, based on the *National Institute on Drug Abuse's (NIDA)* curriculum, (NIDA is a division of the *National Institute of Health*), will be provided by district's staff members utilizing multimedia presentation materials including trading cards, case studies, videos, and discussions. The curriculum will educate and engage students in conversations on topics relating to: Drugs in Society, the brain, how drugs effect the brain, and neurotransmission.

5: Grade-wide, developmentally appropriate curriculum, based on the *National Institute on Drug Abuse's (NIDA)* curriculum, (NIDA is a division of the *National Institute of Health*), will be provided by district's staff members utilizing multimedia presentation materials including trading cards, case studies, videos, and discussions. The curriculum will educate and engage students in conversations on topics relating to stimulants, alcohol, marijuana, inhalants and addiction.

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6: Grade-wide, developmentally appropriate instruction, based on the *Hanley Foundation's Alcohol Literacy Challenge* curriculum will be provided by district's staff members utilizing multimedia presentation materials including case studies, videos, and discussions. The curriculum will educate and engage students in conversations on topics relating to alcohol literacy. It will address the risk factors of favorable attitudes toward problematic behaviors (underage alcohol consumption, binge drinking, etc.) and how to address peers who engage in such problematic behaviors (peer pressure, helping friends with problematic usage). This program is designed to encourage the protective factors of supporting peers and promoting healthy beliefs and clear standards on a school-wide level.

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

K: The *Wise Owls Drug Safety Kit* curriculum will be used as a group- based, interactive, curriculum integrating multimedia resources, vignettes, and questions as format for education of pertinent concepts relative to: how to identify healthy behaviors and positive choices, recognizing the harmful and legal impacts of drugs (e.g. alcohol, tobacco, etc.) especially on young people, prepare for peer pressure situations by role playing refusal and assertiveness skills, discuss healthy medication usage, and identify trusted grownups in their lives who can provide medication safely.

This is a comprehensive, developmentally appropriate curriculum that empowers and educates students on the harmful effects of substances on the body and how to make healthier choices.

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6: The *Hanley Foundation's Alcohol Literacy Challenge* will be used as a group- based, interactive, curriculum integrating multimedia resources and questions as format for education of pertinent concepts relating to alcohol and substance abuse. This is an evidence-based curriculum with demonstrated positive outcomes on: increasing student knowledge of the negative effects of alcohol, decreasing students' beliefs on potential 'positive' effects of alcohol consumption, reducing alcohol consumption and/or binge drinking among students who do drink, and increasing the average age of first drink among students who did not already drink.

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