


MEMORANDUM

June 14, 2018

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Alberto M. Carvalho, Superintendent of Schools 

SUBJECT: STAFF FOLLOW-UP: SCHOOL BOARD MEETING OF APRIL 25, 2018, AGENDA ITEM H-3, DRUG PREVENTION, NEW CHALLENGES AND POLICY PROVISIONS

At the School Board Meeting of April 25, 2018, the Board approved Agenda Item H-3, proffered by School Board Member Dr. Martin Karp. Agenda Item H-3 directed the Superintendent to: 1. Review and evaluate the effectiveness of current drug prevention programs in the District, with the possible inclusion of students, impacted parents, and drug prevention specialists, and determine if these programs should be updated or eliminated before the presentation of the 2018-2019 budget; 2. Accumulate and evaluate data gathered by the District's research department to see if there are more effective drug prevention methods and programs that Miami-Dade County Public Schools (M-DCPS) should implement before finalizing the 2018-2019 budget; 3. Continue to ensure that when hiring additional counselors, they have the credentials to address substance abuse and addiction; 4. Determine whether any revision or recommendation is necessary to current policies due to a wave of new drugs, such as the latest smoking alternative, the Juul product; and 5. Provide a response before the presentation of the budget for the 2018-2019 school year.

Attached you will find a response that has been prepared by staff. As indicated in the attached, the District provides a number of programs/strategies to address drug prevention and substance abuse. M-DCPS curriculum is currently being updated to reflect emerging needs in substance abuse prevention, including opioids and e-cigarettes. In addition, M-DCPS staff continuously update the website to provide appropriate resources as necessary.

If you have any questions or require additional information, please contact Ms. Marie Izquierdo, Chief Academic Officer, Office of Academics and Transformation, at 305 995-1451.

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M1546

Attachment

cc: School Board Attorney
Superintendent's Cabinet

RESPONSE TO AGENDA ITEM H-3, DRUG PREVENTION, NEW CHALLENGES AND POLICY PROVISIONS

1. Review and evaluate the effectiveness of current drug prevention programs in the District

What is the District doing today for drug prevention?

Curriculum

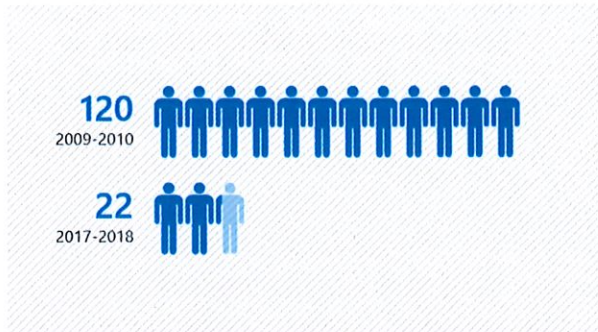
Substance abuse education is required by Florida statute and can be found in the curriculum throughout middle and high school grades. During 6th-8th grades, science courses have a Human Growth and Development unit. This unit contains a module on substance abuse and personal health relationships that is taught for 1-3 weeks during the last semester of the school year. The Human Growth and Development curriculum is developed to reduce destructive behavior in children, including early sexual involvement, substance abuse, suicide, activities which result in sexually transmitted diseases and early teenage pregnancy. High school students receive instruction in similar topics in their Personal Fitness course. Both middle and high schools include an instructional component on smoking and health that provides information and prevention lessons on cigarette smoking, e-cigarettes, hookahs, and vaping. The substance abuse prevention component contains lessons targeting over-the-counter (OTC) drugs, steroids, marijuana, cocaine, and other illegal drugs. The curriculum is aligned with the Florida Next Generation Sunshine State Standards and the National Standards for Health Education. Resources are provided to teachers on the District website related to alcohol, anabolic steroids, tobacco, club drugs, cocaine, ecstasy, hallucinogens, heroin, inhalants, marijuana, MDMA (Ecstasy/Molly), and OTC drugs. While Florida statutes require substance abuse to be included in health curriculum, the exact topics covered are not specified. Therefore, the actual topics taught at schools can vary greatly.

The current curriculum is cost neutral for the District. Additionally, data on the effectiveness of this curriculum is not available at this time.

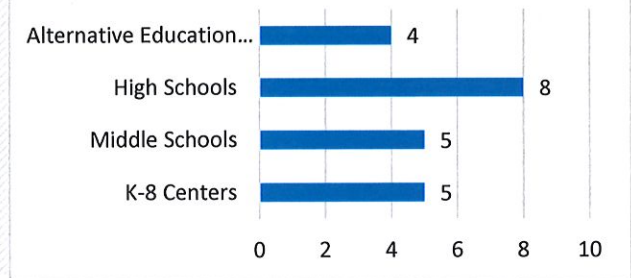
TRUST Program Counselors

The TRUST (To Reach Ultimate Success Together) Program is a comprehensive student assistance program comprised of counselors who provide prevention, intervention, referral, and follow-up services to students and their families who may be experiencing mental health issues, substance abuse and other self-defeating behaviors that directly impact learning and development. The TRUST Program focuses on interpersonal relationships, social-emotional skills, school safety and substance abuse. The TRUST Specialist works with community agencies as well as collaborates with school business partners, parent groups and police departments. TRUST counselors receive specialized training on a regular basis. The program was originally piloted during the 1987-88 school year, funded by a FLDOE Safe and Drug-Free Schools Grant and MDCPS, which has since ended. The number of TRUST counselors has declined through the years, with 120 counselors found in the District in the 2009-2010 school year, and only 22 counselors in the 2017-2018 school year. TRUST counselors are currently found in K-8 centers, alternative education centers, middle, and high schools. The cost of a TRUST Counselor is \$66,824.

Number of TRUST Counselors



Number of TRUST Counselors by School Type, 2017-2018



A formal evaluation on the TRUST Program in middle schools was conducted by the District's Office of Evaluation and Research in November of 2003. At that time, the District had a TRUST counselor at all middle schools, for a total of 54. The remaining 46 TRUST counselors in all K-8, high schools, and select elementary schools were not included in this evaluation. Data was collected from program documents and records, District School Police Automated Reporting System (SPAR) records, interviews of TRUST counselors, pre- and post-surveys of student knowledge, attitude and behaviors, and observations of TRUST sessions. The topics of alcohol, tobacco, and other drugs, fighting and bullying, and individual successes were specifically evaluated. The evaluation found that the TRUST program favorably impacted the knowledge, attitudes and behaviors of students regarding tobacco, alcohol, and illicit drugs as reported by students and counselors. The number of incidents related to drug use remained unchanged, although counselors reported a slight decrease in the number of students involved in drug related behavior. Additional information on the evaluation of the TRUST program could not be found outside of the District.

D.A.R.E.

The Drug Abuse Resistance Education (D.A.R.E.) program is conducted by Miami Dade County police officers who help students with the goal of gaining self-confidence and a positive outlook for their future. In kindergarten through 4th grade, D.A.R.E. officers visit the classroom and lay the groundwork for lessons that the students will receive in 5th and 6th grades. In 5th and 6th grades, officers teach anti-drug, gang, and violence techniques, as well as peer pressure awareness and self-worth. There are ten lessons, which provide information and concentrate on showing students how to manage their feelings of anger and aggression, and how to resolve conflicts without resorting to violence or the use of alcohol and drugs. DARE curriculum takes place in 95 elementary and/or K-8 Centers

D.A.R.E. was developed in 1983 and is the most commonly used drug prevention in the country. Evaluations conducted on the effectiveness of the program have not provided evidence supporting a decline in drug use on students who received the curriculum. D.A.R.E. was then replaced by Take Charge of Your Life (TCYL) and the multicultural Keepin' It Real (KiR) program in some school districts. Both programs have yielded mixed evaluation results. A large five-year randomized trial study in 83 school districts on TCYL found a significant decrease in marijuana use; however, it did not find similar positive results for cigarettes or alcohol.

The KiR program has been evaluated in small groups and results cannot be generalized to the entire US population, as some of the adaptations of the program seem to work better for Hispanic students and not Black and White students. One evaluation study found that students exposed to KiR in elementary school were more likely to resist peer pressure and reported higher confidence in explaining why they would refuse a cigarette. These students also displayed higher knowledge of concepts related to the curriculum. However, no effects were found for avoiding offers and leaving situations in which they were offered. Lastly, no effects were detected on self-control and assertiveness.

Some law enforcement agencies around the country have replaced or supplemented D.A.R.E. with Gang Resistance Education and Training (G.R.E.A.T.) that uses the same emphasis on the relationship between law enforcement and school children, with a focus on gang and violence prevention.

Furthermore, a cost-benefit analysis conducted by Substance Abuse and Mental Health Services Administration (SAMHSA) concluded that the original D.A.R.E. program was not cost effective, yielding a cost-benefit ratio of zero with an estimated unit cost of \$100 per pupil.

Students Together Against Negative Decisions (STAND)

The goal of the STAND program is to educate students on the consequences of underage drinking, drug use, texting and driving, bullying, peer pressure, sexting, gangs, internet safety, and human trafficking through high school presentations. Additionally, STAND student clubs put on events at their schools, such as mock crashes, ghost outs, and seatbelt checks. They target holidays, prom, and graduation events as a time to make students aware of the dangers involved with negative and destructive decisions. The prevention message is presented in the way of posters, slide presentations, multi-media presentations, and classroom presentations. In 2013, the Driver Simulator was added to further provide a realistic experience of the dangers of impaired driving or texting and driving. Other activities consist of the Youth Summit, Youth Fair Projects, and the Poster Contest. These activities are organized and implemented by the members of the club together with Miami-Dade police officers.

The STAND program is currently in 27 high schools throughout the District and taught by four officers. The program is supported by teachers, school administrators, and community leaders. The program impacts approximately 17,000 students each year. An evaluation completed in a rural southern community found a positive impact on adolescents' sexual risk taking, such as condom use. However, evaluation data in the District or on drug prevention are not available at this time.

Health Information Project (HIP)

High school students in the junior and senior classes are trained to conduct interactive discussion sessions with their freshmen class peers. These discussion sessions are based on a comprehensive health curriculum that addresses topics such as depression, physical abuse, bullying, anxiety, suicide, eating disorders, grief, stress, and obesity. The junior and senior Peer Health Educators (PHEs) participate in rigorous training sessions that include classroom management, public speaking, discussion facilitation, leadership training and curriculum knowledge.

HIP is serving over 33,000 ninth graders in 54 high schools. They have trained over 1,500 peer health educators and have provided health resources to over 120,000 students. HIP was offered to every high

school, but a few schools were unable to coordinate logistics in time for implementation. While the HIP program has not undergone a formal evaluation, the peer-to-peer comprehensive health education model has been consistently found to be an effective tool for supporting young people in developing positive health behaviors.

Red Ribbon Week, MADD Presentations, and SADD/SWAT School Clubs

Youth Crime Watch (YCW) of Miami-Dade County annually participates in the Drug Prevention Red Ribbon Week campaign (October 23-31). Youth Crime Watch of Miami-Dade School Coordinators conduct “Drug Prevention” presentations and assemblies at Miami-Dade schools during the campaign.

Red Ribbon Week has no cost. Informed Families give free materials to enrolled schools. However, schools often use discretionary or club funds to purchase ribbons and other support materials.

Some schools also have optional presentations by Mothers Against Drunk Driving (MADD), Students Against Destructive Decisions (SADD) and Students Working Against Tobacco (SWAT) clubs. These initiatives do not have evaluation data available regarding their effectiveness in drug prevention.

- 2. Accumulate and evaluate data gathered by the District’s research department to see if there are more effective drug prevention methods and programs that M-DCPS should implement before finalizing the 2018-2019 budget*

Example of Evidence-Based Substance Abuse Prevention

Life Skills Training (LST)

LST is endorsed by the National Institute of Drug Abuse (NIDA) and is a universal program for all elementary, middle, and high school students designed to address a wide range of risk and protective factors by teaching general personal and social skills, along with drug resistance skills and education. LST is a prevention program that teaches drug refusal skills, antidrug norms, personal self-management skills, and general social skills, including modules on prescription drugs (opioids) and e-cigarettes. The program can be taught either on an intensive schedule (two to three times a week) until the program is complete, or on a more extended schedule (once a week until the program is complete). Both formats have proven to be effective. While one year of LST has been proven to achieve measurable positive effects, multi-year implementation is strongly recommended.

Several evaluation studies have been conducted on the LST program since the 1980s with consistently positive results. Most recently, an external evaluator found that the LST program resulted in four percent lower prescription drug abuse rates, compared to a control group. Another randomized study found that students were less likely to initiate smoking after going through LST and two-year follow-up, and less likely to initiate weekly drunkenness at the one-year follow-up.

The following table provides cost estimates found on the LST website:

Level	Grades	Duration Per Year	Estimated Cost at an Average School
Elementary School Teacher's Manual and Student Guides	3-6	8 class sessions, up to 45 min each	\$2,620
Middle School Teacher's Manual, Student Guides, CD/DVD	6-9	5-15 class sessions, up to 45 min each	\$7,740
High School Teacher's Manual and Student Guides	10-12	10 class sessions, up to 45 min each	\$3,710
Prescription Drug Abuse Prevention Module Worksheets and Digital Content License per Teacher	6-9	50 minutes	\$2,880
E-Cigarette Program Video, Teacher's Resource Book, Handouts, Tests	7-College	20 minutes	\$2,400

A cost-benefit analysis conducted by SAMHSA concluded that the Life Skills Training program has a cost-benefit ratio of 21:1 and yields net benefits of \$4,380 per pupil. The value of the LST program duration in relation to loss of instructional time is yet to be determined.

Learning module geared toward E-Cigarettes and JUULs

Stanford University School of Medicine developed a module on e-cigarettes and vape pens that meets the California Department of Education, Health Education Standards. It contains six units, each made up of a PowerPoint, activities, fact sheets, an assessment, and a discussion guide. They provide 5-, 8-, and 10-session suggested, sample curriculum. The final unit of the module specifically targets JUULs. The module provides an understanding of the inner workings of e-cigarettes, the content of the aerosols they produce, and thirdhand smoke. The goals of the program are to increase knowledge about basic facts of e-cigarettes and the harm they cause; gain awareness of strategies manufacturers and sellers of e-cigarettes employ to increase use among adolescents, such as deceptive and creative marketing strategies; and gain skills to refuse experimentation and use of e-cigarettes. All materials are free for public use and available on the Stanford Medicine [website](#).

Stanford is in the process of collecting and evaluating the Tobacco Prevention Toolkit via pre- and post-surveys for those who are utilizing the curriculum. Next academic year they will be carrying out a Randomized Control Study in California. At this point, Stanford is not aware of how many schools or districts are implementing their program. However, information obtained from their website statistics indicate that it is being used worldwide, with over 100,000 views by over 30,000 users.

In order to adequately assess the effectiveness of any program on MDCPS students, an evaluation study would need to be designed before implementation, including random assignment of schools/students receiving the program with collection of data from multiple sources (parent, teacher, student) before and after program implementation. A pilot study using a limited number of schools would be most beneficial before District-wide implementation.

3. *Consider when hiring additional counselors whether the District has enough counselors with expertise in substance abuse and addiction*

Graduate programs for School Counseling include courses which focus on substance abuse counseling. The Division of Student Services provides updated skills training for school counseling professionals to update their knowledge about current drug trends among school aged youth. Upcoming training will include information about the opioid crisis, e-cigarettes, and Juuling. Additionally, the Division of Student Services will be providing school-sites with updated resources for the families of students who are struggling with addiction.

4. Determine whether any revision or recommendation is necessary to current policies due to the increased use of the latest smoking alternative, the JUUL product

The School Board Attorney's Office indicates that both The Code of Student Conduct as well as School Board Policy specifically anticipate and prohibit the use of smoking alternatives such as the "Juul" product both when being used in conjunction with tobacco/nicotine or when used with any product derived from an illicit drug.

Board Policy §§ 1215, 3215, 4215, 5512, and 7434 all address and ban alternative smoking devices on all School Board Property. These policies specifically state the following:

"Use of tobacco and smoking devices shall mean...electronic cigarettes or smoking devices, any other matter or substances containing tobacco, any product designed or manufactured to imitate any of these products regardless of whether it contains tobacco or nicotine, and the possession of papers used to roll cigarettes...The use and possession of tobacco and smoking devices is prohibited..."

This is echoed in the Code of Student Conduct (page 13 and 71) wherein a smoking device is defined within and prohibited as a Level II, Seriously Disruptive Behavior (Glossary):

Seriously Disruptive Behavior...possession of and/or use of tobacco products or smoking devices [defined as] "nicotine dispensing devices, electronic cigarettes or smoking devices, any other matter or substances containing tobacco or nicotine, including any product designed or manufactured to imitate any of these products regardless of whether it contains tobacco or nicotine..."

Similarly, The Code of Student Conduct and School Board Policy both contemplate the use of smoking alternatives (such as the "Juul" product) in conjunction with a derivative from an illicit drug.

Board Policy § 5530 prohibits "the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia...[which] are prohibited on school grounds, on school vehicles, and at any school-sponsored event [which could subject a student to] disciplinary sanctions, up to and including expulsion and referral for prosecution."

The Code of Student Conduct addresses the use of controlled substances in numerous sections, but in pertinent part, this is a Level III Offensive/Harmful Behaviors, stating "Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering". "[The] illegal use, possession, or sale of controlled substances while on school grounds or attending a school function... are grounds for corrective strategies by the school and may also result in criminal penalties. (page 47)."

As such, it appears as though both current Board Policy as well as the Code of Student Conduct contemplate and prohibit the use of new smoking alternatives; however, we are continually striving to refine and define these regulations as the need arises.