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| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |

# Agenda Item: W

## Date: January 28, 2021

**Title:** **Timeline for *Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs (Written Report)***

#### Presenter: Vanessa Wigand, Coordinator for Health Education, Physical Education, Driver Education, and Family Life Education

#### Email: [Vanessa.Wigand@doe.virginia.gov](mailto:Vanessa.Wigand@doe.virginia.gov) Phone: (804) 225-3300

## Purpose of Presentation:

For information only. No action required.

**Executive Summary:**Pursuant to [House Bill 1532](https://lis.virginia.gov/cgi-bin/legp604.exe?ses=181&typ=bil&val=hb1532) (2018), the *Code of Virginia* was amended to include § [22.1-207](https://law.lis.virginia.gov/vacode/title22.1/chapter13/section22.1-207/) directing the Board of Education to develop curriculum guidelines for health instruction on the safe use of and risks of abuse of prescription drugs with approval from the State Board of Health. The goals of the guidelines are to assist school divisions in selecting or developing curriculum that supports the safe use of and risks of abuse of prescription drugs and that provide age-appropriate preventive education to students in the Commonwealth.

## Action Requested:

No action requested.

## Superintendent’s Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept this report.

## Previous Review or Action:

No previous review or action.

**Background Information and Statutory Authority:**

**CHAPTER 517**

*An Act to amend and reenact §*[***22.1-207***](https://law.lis.virginia.gov/vacode/22.1-207/)*of the Code of Virginia, relating to health education; prescription drugs.*

[[H 1532](https://lis.virginia.gov/cgi-bin/legp604.exe?ses=181&typ=bil&val=hb1532)]

Approved March 29, 2018

 Be it enacted by the General Assembly of Virginia:

1.*§* [**22.1-207**](https://law.lis.virginia.gov/vacode/22.1-207/) of the *Code of Virginia* is amended and reenacted as follows:

*§* [**22.1-207**](https://law.lis.virginia.gov/vacode/22.1-207/)Physical and health education.

Physical and health education shall be emphasized throughout the public school curriculum by lessons, drills and physical exercises, and all pupils in the public school curriculum by lessons, drills and physical exercises, and all pupils in the public elementary, middle, and high schools shall receive as part of the educational program such health instruction and physical training as shall be prescribed by the Board of Education and approved by the State Board of Health. *Such health instruction may* *include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board and approved by the State Board of Health.*

2. That the Board of Education may consider the curriculum adopted by the School Board of the City of Virginia Beach regarding drugs and the opioid crisis in developing the curriculum guidelines pursuant to this act.

The Board adopted the 2020 *Health Education Standards of Learning* on January 23, 2020. The following health education standards are specific to substance use prevention by grade level and will serve as the framework for the *Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs.*

Substance Abuse Prevention

K.1.i Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K.1.j Describe how medicine and other substances can be helpful or harmful, and recognize poison warning labels.

K.2.i Describe consequences of taking medications unsupervised.

K.2.j Identify the meaning of safety signs, symbols, and warning labels and understand the dangers of white powder and other unknown substances.

K.3.i Discuss why medicines should only be taken under the supervision of a parent/guardian.

K.3.j Identify adults to ask for help and assistance with harmful and unknown substances.

1.1.g Identify that medicines can be both helpful and harmful.

1.2.g Explain the harmful effects of misusing medicines and drugs.

1.3.g Create safety rules for medications in the home.

2.1.e Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.

2.2.e Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one’s health and should be avoided.

2.3.e Explain why it is dangerous to sniff, taste, or swallow unknown substances.

2.1.f Identify refusal skills.

2.2.f Describe the use of refusal skills based on good decisions.

2.3.f Demonstrate refusal skills in situations that involve harmful substances with peers and adults.

2.1.g Explain differences between prescription and nonprescription medications.

2.2.g Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.

2.3.g Conduct an assessment of harmful substances in the home with a parent/guardian.

3.1.h Describe proper and improper use of prescription (e.g., taking medication prescribed for someone else) and nonprescription medications.

3.2.h Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

3.3.h Create a health message about the proper use of prescription and nonprescription medications.

3.1.i Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.

3.2.i Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.

3.3.i Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.

4.1.h Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.2.i Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.3.i Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.

4.1.i Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.2.h Examine factors that can influence an individual’s decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.3.h Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.

5.1.i Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.

5.2.i Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.

5.3.i Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.

5.1.j Explain the connection between mental health and substance use.

5.2.j Describe how to get help and assistance with mental health and substance use concerns.

5.3.j Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.

6.1.h Differentiate between proper use and misuse of prescription and nonprescription medications.

6.2.h Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.

6.3.h Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.

6.1.i Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.

6.2.i Identify the benefits of a smoke and tobacco/nicotine-free environment.

6.3.i Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.

6.1.j Define addiction and substance use disorder.

6.2.j Describe characteristics of substance use disorder.

6.3.j Describe the types of support available at school and in the community for substance use disorders.

6.1.k Identify different types of opioids.

6.2.k Differentiate between legal and illegal drugs that fall into the opioid category.

6.3.k Describe the dangers of opioids in the home and the community impact of the national opioid epidemic.

6.1.l Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

6.2.l Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.

6.3.l Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.

7.1.k Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.

7.2.k Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.

7.3.k Identify ways to participate in school and community efforts to promote a drug-free lifestyle.

7.1.l Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.

7.2.l Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances.

7.3.l Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents’ decisions concerning alcohol, tobacco and nicotine products, and other drugs.

7.1.m Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).

7.2.m Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.

7.3.m Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).

8.1.i Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.

8.2.i Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.

8.3.i Design persuasive advertising to eliminate drug use.

8.1.j Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.

8.2.j Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).

8.3.j Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.

9.1.h Explain how alcohol and other drugs increase the risk of injury.

9.2.h Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.3.h Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

9.1.i Analyze the consequences of binge drinking.

9.2.i Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

9.3.i Develop a personal plan to prevent substance use.

9.1.j Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

9.2.j Analyze and draw inferences about behaviors connected to addiction and mental health.

9.3.j Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.

10.1.g Research trends and factors that contribute to teen use/abuse and nonsubstance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.

10.2.g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.

10.3.g Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.

10.1.h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

10.2.h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.

10.3.h Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.

10.1.i Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.

10.2.i Explain the role of the environment, individual behavior, social norms, legislation, and polices in preventing motor vehicle-related injuries.

10.3.i Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

**Timetable for Further Review/Action:**

The proposed *Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs* will be shared with the Virginia Department of Health and be brought to the Board for first review at the March 2021 meeting.

## Impact on Fiscal and Human Resources:

The administrative impact and any other cost associated with the development and distribution of the guidelines will be absorbed within existing resources.