

DISCLAIMER: This document is meant to serve as an example Comprehensive Substance Use Prevention and Intervention Plan that can be referenced by Oregon K-12 public school districts and charter schools as part of their plan development and implementation process as required by OAR 581-022-2045. This example plan was developed using samples written by three different Oregon K-12 public school districts. All identifying information has been removed to protect the confidentiality of the districts and their students. This plan is meant to serve only as an example of how districts may choose to approach substance use prevention and intervention and is not meant to indicate requirements for districts beyond the scope of OAR 581-022-2045, nor does it include all approaches that districts can take to provide substance use prevention and intervention services.

[Name of School District]

Substance Use Prevention and Intervention Plan

Date Last Updated/Reviewed:

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Section 1: Plan Introduction and Overview

Executive Summary

The [] School District is committed to helping students live healthy lives. Through strong partnerships with families, staff, and community organizations, the district works to create a safe and supportive environment where students can make choices that align with their goals and values. The district's mission focuses on preventing drug and alcohol use by teaching healthy habits, social-emotional skills, and responsible decision-making. This is achieved through health education, mental health services, family engagement, and community partnerships.

Data from the district's 2024 Student Health Survey provides important insight into student substance use and related factors, such as school climate and students' overall emotional well-being. The most recent survey results show that about 4% of 6th graders, 9% of 8th graders, and 21% of 11th graders reported using at least one substance - including alcohol, tobacco, illicit drugs such as cocaine, cannabis, and prescription drugs and opioids) within the last 30 days. With regards to school climate, 23% of 8th graders, and 19% of 11th graders reported feeling that their school is safe and inclusive (6th graders were not asked these questions). 72% of 6th graders, 65% of 8th graders, and 69% of 11th graders reported having a safe and trusted adult at school. Overall, student mental health data is encouraging, with 74% of 6th graders, 66% of 8th graders, and 56% of 11th graders reporting that their mental and emotional health is good, very good, or excellent.

[] School District already has many strengths in place. A comprehensive K–12 health curriculum provides students with education and skills to protect and enhance their health and wellbeing. Students can access counseling support through school counselors and a part-time Drug & Alcohol Counselor from the Local Public Health Authority. The district has active partnerships with several community-based organizations, including after school programs and a youth recovery drop-in center. These partners provide on-site and local services and resources for students and families. Transformative Social Emotional Learning is taught to build social-emotional skills and enhance upstream protective factors. Policies in school handbooks and board rules clearly lay out expectations and consequences for substance use, including pathways for students to access supportive interventions. The district also communicates with families through newsletters, social media, and online tools, and secondary students receive in-depth substance use prevention education in their health classes. All staff receive annual training in the district's substance use prevention, intervention and referral processes.

Still, [] School District faces some challenges. The Drug and Alcohol Counselor is only available part-time, limiting student access. Some staff don't feel confident about how to handle suspected substance use, and the procedures for placing referrals for students to access support are not always clear. Family involvement is inconsistent and indicates a need for enhanced accessibility of family resources. Students are not yet involved in leading prevention efforts, and time and staffing limitations make it hard to expand programs.

There are many opportunities to grow. The new K-12 health curriculum offers a chance to include stronger prevention lessons. Community partners—such as local public health officials, city and prevention leaders, and emergency responders—can provide valuable help, though they’re not yet fully involved. The high school is planning to create a student resource area with information on substance use, and the district already has printed materials in schools and community spaces. Staff training from the ESD and local agencies could further strengthen prevention efforts.

There are also barriers to consider. Budget limitations prevent hiring full-time specialists. Even with strong communication tools, some families may be hesitant to engage with school-based efforts due to a history of stigmatization or systemic injustices.

[] School District’s prevention and intervention plan aims to increase understanding of substance use, make sure students and families know what resources are available, and set a clear K–12 education plan. It also focuses on giving staff the training they need and improving communication with the community. Overall, the district is working hard to build a strong support system that allows students to attain academic excellence and live healthy lives.

Acknowledgements and Contact Information

Table 1.1 Staff Member Roles and Responsibilities

Name, Title	Contact Information	Roles and Responsibilities Within This Plan
[Name], District Superintendent	[email]	<ul style="list-style-type: none"> Set the vision and ensure alignment with district policies and state mandates. Allocate funding and resources to support implementation. Communicate the plan to the school board, families, and community partners. Support district-wide policy development and adoption.
[Name], Elementary School Principal	[email]	<ul style="list-style-type: none"> Lead integration of K-5 Health Education Standards and other age-appropriate prevention content into K-5 classrooms, ensuring teachers receive training and support to deliver high-quality prevention education. Monitor implementation and gather feedback from staff and families. Support family engagement and education at the elementary level.
[Name], Middle School Principal	[email]	<ul style="list-style-type: none"> Ensure delivery of prevention curriculum in grades 6–8 that aligns with 6-8 Health Education Standards and other state-level prevention education requirements. Ensure teachers receive training and support to deliver high-quality prevention education. Collaborate with school staff on identification of at-risk students and intervention strategies. Facilitate communication with families around prevention efforts and student supports.
[Name], High School Principal	[email]	<ul style="list-style-type: none"> Ensure delivery of prevention curriculum in grades 9-12 that aligns with 9-12 Health Education Standards and other state-level prevention education requirements.

		<ul style="list-style-type: none"> • Ensure teachers receive training and support to deliver high-quality prevention education. • Collaborate with school staff on identification of at-risk students and intervention strategies. • Facilitate communication with families around prevention efforts and student supports. • Promote student-led initiatives and peer support programs.
[Name], District Nurse	[email]	<ul style="list-style-type: none"> • Lead district emergency medical response planning, including the availability and use of opioid overdose reversal medication. • Support staff training related to emergency medical response protocols. • Serve as liaison to community health providers.
[Name], K-8 Counselor	[email]	<ul style="list-style-type: none"> • Identify at-risk students and provide early interventions and referrals. • Partner with families and teachers to monitor student academic and emotional well-being.
[Name], 9-12 Counselor	[email]	<ul style="list-style-type: none"> • Identify at-risk students and provide early interventions and referrals. • Work with staff, students, and families to develop re-entry and support plans. • Partner with families and teachers to monitor student academic and emotional well-being.
[Name], District Drug and Alcohol Counselor	[email]	<ul style="list-style-type: none"> • Provide consultation and education for school staff related to substance use. • Perform screening and care coordination for students at risk for substance use disorder. • Enroll and implement alternative-to-suspension program. • Provide direct individual or small group substance use counseling for students where indicated.
[Name], K-5 Teachers	[email (representative)]	<ul style="list-style-type: none"> • Deliver school board adopted substance use prevention curriculum in grades K-5 that aligns with K-5 Health Education Standards.

(representative)		<ul style="list-style-type: none"> Foster classroom environments that support students in developing protective skills and prosocial behaviors.
[Name], 8-12 Health Teacher	[email]	<ul style="list-style-type: none"> Deliver school board adopted substance use prevention curriculum in grades 6–8 that aligns with 6-8 Health Education Standards and other state-level prevention education requirements. Foster a classroom environment that support students in developing protective skills and prosocial behaviors.
All Staff	n/a	<ul style="list-style-type: none"> Promote safe and inclusive schools that support the mental health and well-being of all students. Maintain an understanding and awareness of the Comprehensive Substance Use Prevention and Intervention Plan including all protocols for emergency medical response and referral procedures.

Section 2: Substance Use Prevention and Intervention Plan

This section outlines what is currently in place to support substance use prevention and intervention in the district, including how requirements outlined in [OAR 581-022-2045](#) are addressed. The [Division 22 Implementation Tool](#) is used annually to review initiatives to ensure that each Division 22 component is addressed and the plan is fully compliant.

Mission and Vision

Vision Statement

[] School District envisions a community where students are supported by strong school and community resources to live healthy lives. By working together with families, staff, and local partners, we aim to create a safe environment that teaches prevention, provides supportive interventions, and helps every student succeed. This vision reflects our belief that prevention education is not a one-time event but a foundational part of student wellness throughout their education.

Mission Statement

Our mission is to support the well-being of every student through substance use prevention and intervention that is practical, inclusive, and based on research. We serve all students and families in the district, and we are committed to providing accurate information, early support, and access to community resources.

Our district believes that all students should feel safe and supported to access their education. We are committed to reducing the stigma surrounding substance use through strength-based initiatives, so that all students feel welcome and empowered to seek help when needed whether it be for themselves, their friends, or family members. Together, we build a foundation for lifelong wellness, resilience, and achievement.

Related Legislation, Board Policies, and Funding Sources

The district's policies and procedures are grounded in its prevention-focused philosophy, which sees substance misuse prevention as a shared responsibility across schools, families, and the community. The district believes in creating a safe, supportive environment where students are empowered to make informed, healthy choices. The district upholds that substance use is both illegal and harmful, and clear consequences for use or possession follow Oregon Administrative Rules (OAR 581-021-0050 and 581-021-0055). These policies also include intervention and referral processes to ensure students receive the help they need instead of experiencing the harmful consequences of exclusionary discipline.

The district will seek School Board approval of the plan, incorporating feedback from families, teachers, students, administrators, local agencies, and subject matter experts. Efforts will be made to enhance communication with stakeholders outside of the district and to make board policies easily accessible online to support transparency and community involvement.

Funding for planned activities will be provided through a combination of general fund allocations, grant monies, electronic inhalation device settlement funds, and in-kind partnerships. District leadership will conduct regular reviews of the plan to ensure effective implementation and progress tracking.

Related Legislation

The [] School District Comprehensive Substance Use Prevention Plan has been developed in accordance with a series of Oregon Senate Bills, Oregon Revised Statutes and Oregon Administrative Rules. This plan primarily encompasses:

- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
- [SB 238](#) (Annual Opioid Prevention Lessons)

In addition, many secondary state sources are also reflected in this plan, including:

- [OAR 581-022-2060](#) (Comprehensive School Counseling)
- [OAR 581-022-2220](#) (Health Services)
- [OAR 581-022-2030](#) (District Curriculum)
- [HB 3321](#) (Provides statutory definition of prevention)

Related School Board Policies

- [Drug, Alcohol and Tobacco Prevention, Health Education](#)
- [Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems](#)
- [Anabolic Steroids and Performance Enhancing Substances](#)
- [Medications](#)

Outline of Prevention and Intervention Strategies

K–12 Instruction

Effective teaching and learning provides opportunities for each student to make sense and deepen their understanding of health, so they can identify, practice, and maintain health-enhancing behaviors. The school district provides comprehensive K–12 instruction aligned with the [State Board-adopted Health Education Academic Content Standards](#) through a district-wide health curriculum. Instruction avoids fear and shame-based messaging and instead focuses on health concepts and skills to help students access reliable information, manage stress, analyze influences, communicate boundaries, and make healthy decisions that align with their goals and values.

K-5 Instruction: Teachers provide age-appropriate lessons on substance prevention topics using [*adopted K-5 health curriculum*]. Supplemental lesson materials may be incorporated from other programs as determined to be appropriate by district educators, administrators, and the school board. Guest speakers such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies.

6-8 Instruction: Teachers provide age-appropriate lessons on substance prevention topics using [*adopted 6-8 health curriculum*]. Supplemental lesson materials may be incorporated from other programs as determined to be appropriate by district educators, administrators, and the school board. Guest speakers such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies.

9-12 Instruction: Teachers provide age-appropriate lessons on substance prevention topics using [*adopted 9-12 health curriculum*]. Supplemental lesson materials may be incorporated from other programs as determined to be appropriate by district educators, administrators, and the school board. Guest speakers such as the nurse, school counselor, or community partners may assist with instruction as permitted by Oregon Department of Education and district policies. In high school, Substance use prevention education is provided as part of the 10th grade health curriculum and at least annually for all 9, 11, and 12th graders through an advisory period.

In addition to following the adopted health curriculum, classroom instruction aligns with the [Oregon Transformative Social and Emotional Learning Framework and Standards](#). TSEL practices promote the safe and inclusive classroom spaces required for students to meaningfully engage with the health content and cultivate essential skills to reduce their risk for substance use.

Intervention, Referral, and Emergency Response

Students may be referred to intervention services through various channels, including self-referral, parent referral, staff referral, identification by Multi-Tiered System of Support (MTSS) teams, or offered following a violation of district drug and alcohol policy. Once a student is identified for services, school administration and/or counselors will work with the district drug and alcohol counselor, the student, and their family, to connect the student to the appropriate level of services. The district's intervention and referral process includes the following steps:

1. Observation and Initial Concern

Staff are trained to recognize and report signs of possible substance use or related risk behaviors. Reports can come from any school employee, including teachers, counselors, or support staff. Students and families are also able to report concerns to any school staff member.

2. Initial Response and Safety Check

If a student appears to be in immediate danger, staff follow the emergency response procedures, including notifying the school nurse and, when necessary, administering opioid overdose reversal medication per the district's [Opioid Overdose Response Protocol](#).

3. Reporting and Documentation

Concerns are documented using established protocols and submitted to a school administrator or counselor.

4. Referral to Support Services

Once a concern is documented, the student is referred to the School Counselor and when indicated, the district Drug and Alcohol Counselor for screening and care coordination.

5. Family Communication and Follow-Up

Families are notified (as appropriate), and a follow-up plan is created. This plan may include ongoing counseling services with the Drug and Alcohol Counselor, completing the alternative-to-suspension [intervention program] with a designated school staff member, connection with a peer mentor, referral to an outside service provider, and/or academic support.

6. Staff Communication and Follow-Up

When a student violates the district's substance use policy, building administrators follow-up with involved staff members to provide support and offer resources where indicated. Administrators may engage the student and affected staff members in restorative justice practices to promote staff wellness and support a positive transition back to the classroom.

When a substance-related medical emergency occurs in the district or community, the district provides follow-up and support to staff and students that may include sharing of resources, check-ins with counseling or Human Resources personnel, and support from community partners.

Communication

Student voice groups, annual surveys, and strong district communications provide a solid foundation for sharing information with families and staff. The district uses board presentations, the district website, and staff meetings to communicate updates and priorities related to substance use prevention and intervention.

The district uses school-wide messaging campaigns, including [resources developed by the Oregon Department of Education](#), that emphasize fact-based information for students and families. The district uses supportive messaging tactics that avoid shaming or fear-based approaches and are available in families' preferred languages. School personnel and community partners may host school-based events, such as tables or information nights, to share prevention-focused information with students, staff, and families. The district works with internal and external content experts to ensure that all information provided is medically accurate and evidence based.

Staff Training

All staff receive annual drug and alcohol training led by school health personnel, administrators, or community partners. Annual training includes an overview of the Comprehensive Substance Use Prevention and Intervention Plan and staff responsibilities within the plan. Annual training also includes an overview of substance use prevention and intervention resources within the district and the community that are available for staff members. Staff training includes opportunities for staff to reflect on the variety of experiences, beliefs, and values that they hold around substance use; honoring that staff may approach this work with different needs and perspectives. Additionally, staff training includes a focus on recognizing and reducing stigma related to substance use, equipping educators and school staff with the knowledge and language to support students compassionately and without judgment.

Staff facilitators of supplemental or therapeutic programs receive training prior to delivering instruction or providing treatment and as needed to maintain compliance with program requirements. Staff may receive additional training throughout the year related to mental/behavioral health.

Throughout the school year, staff receive professional development related to TSEL, restorative justice practices, and mental health promotion for students and adults. These practices are integrated throughout the district and are an essential component of upstream substance use prevention.

Section 3: Strategic Improvement

This section provides the areas that the district's Substance Use Prevention and Intervention Plan will prioritize as part of the strategic improvement process. The district conducted a SWOT analysis (Appendix A) as part of the annual review process and used results from this analysis to develop objectives for the 2025-2026 school year.

Note: *The contents of this section are examples of what districts have done and are not meant to reflect comprehensive strategic improvement of a district's substance use prevention and intervention program. This section is included to provide ideas of what objectives, activities, and outcomes can look like.*

Substance Use Prevention and Intervention Strategic Improvement Plan

Goal Area: K-12 Instruction

Objective #1: Integrate new ODE lesson plans into existing K-12 substance use prevention units.

Table 2.1 Activities and Outcomes for K-12 Instruction Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Communicate curriculum updates with staff and families	October 2025	School Administrators	<ul style="list-style-type: none"> All staff and families will have awareness of new lessons and have time to review them and ask questions/share feedback.
Identify representative staff members to attend in-person Professional Learning opportunities.	September 2025-December 2025	School Administrators/ Teachers	<ul style="list-style-type: none"> Staff will have increased confidence and efficacy delivering substance use prevention education.
Teachers will work in PLCs to incorporate new lessons.	January 2026-June 2026	Teachers	<ul style="list-style-type: none"> Students will receive consistent and coherent substance use prevention education across grade levels.

Goal Area: Rules Policies and Procedures

Objective #1: The district will adopt a screening and closed-loop referral process to track how many students receive intervention services after referral to treatment.

Table 2.2 Activities and Outcomes for Rules, Policies, and Procedures Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Identify staff member responsible for referral tracking and ensure that students, staff, and families are aware of how to make a referral.	September 2025	Superintendent	<ul style="list-style-type: none"> All staff will notify designated staff member when making referrals. There will be an increased number of referrals placed by students and families.
Develop and implement workflow to screen, place, and track referrals, including considerations for confidentiality and consent requirements.	October 2025- June 2026	[Designated staff member]	<ul style="list-style-type: none"> Referral tracking will follow a consistent workflow to ensure that more students receive referrals to intervention services. Enhanced data collection due to verification that services have been received. Decreased school incidents related to substance use

Goal Area: Communication

Objective #1: Increase staff and family awareness of the district's Comprehensive Substance Use Prevention and Intervention Plan.

Table 2.3 Activities and Outcomes for Communication Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Post the Comprehensive Plan on the district website.	August 2025	District Administrator	<ul style="list-style-type: none"> Staff, families, and community members will be able to access the district's Comprehensive Plan.
Show staff members how to access plan during annual staff training.	September 2025	Building Administrators	<ul style="list-style-type: none"> Staff will have increased awareness of the district's Comprehensive Plan.
Send out parent notification detailing how to access plan on website.	October 2025	Building Administrators	<ul style="list-style-type: none"> Families will have increased awareness of the district's Comprehensive Plan.

Goal Area: Staff Training

Objective #1: All staff will be trained in how to respond to opioid overdoses, including administration of opioid overdose reversal medication.

Table 2.4 Activities and Outcomes for Staff Training Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Outcomes
Update district opioid overdose response protocols to reflect the change in training plan.	January 2026	Comprehensive Planning Team	<ul style="list-style-type: none"> All district documentation is aligned with current practice to ensure systemic consistency.
Coordinate with community partners to provide training for all staff members.	January 2026	District Administrator	<ul style="list-style-type: none"> Increased capacity for the district to respond to on-side opioid overdoses.
Incorporate staff wellness practices into opioid overdose response training, especially as it related to incident postvention.	January 2026	Training Facilitator	<ul style="list-style-type: none"> Staff feel supported and prepared emotionally to provide emergency opioid overdose care.
District health staff will provide ongoing refresher training as needed.	January 2026- June 2026	District Nurse	<ul style="list-style-type: none"> All staff members feel competent to provide emergency opioid overdose care.

Appendix A: S.W.O.T. Analysis Worksheet

Table A.1 SWOT Analysis- Internal Strengths

CATEGORY	INTERNAL STRENGTHS
K–12 Instruction	<ul style="list-style-type: none"> • Adopted K-12 health curriculum that aligns with ODE 2023 Health Education Standards • Dedicated Drug & Alcohol Counselor for 9-12. Students can be referred or request an appointment. • High School Counseling Office provides resources (pamphlets, posters, informational cards, etc.) • Adopted K-12 SEL Curriculum • Advisory class structure allows for additional prevention education opportunities in grades 6-12
Policies, Rules and Procedures	<ul style="list-style-type: none"> • The district has adopted board-approved instructional materials policies and follows a structured process for curriculum selection and approval. • Policy documents and Board presentations reflect ongoing efforts to meet state requirements and ensure alignment with current health standards. • The district offers intervention supports and referral in place of discipline where appropriate.
Communication	<ul style="list-style-type: none"> • Student voice groups, annual surveys (such as the Student Health Survey and SEED Survey), and a strong district communications department provide a solid foundation for sharing information with families and staff. • The district uses board presentations, the website, and staff meetings to communicate updates and priorities related to health education.
Staff Training	<ul style="list-style-type: none"> • The district calendar includes dedicated time for professional development • Early release days, in-service trainings, and asynchronous modules are used for ongoing training • The district plans to train all staff on overdose prevention and intervention protocols by June 2026.
School Board Approval	<ul style="list-style-type: none"> • The school board has reviewed and approved previous curriculum adoptions, with input from staff, administrators, and community members. • The district has a transparent review process for instructional materials and is committed to involving stakeholders in future updates. • Board presentations and feedback loops have been part of the recent adoption timeline.

Table A.2 SWOT Analysis- Internal Weaknesses

CATEGORY	INTERNAL WEAKNESSES
K–12 Instruction	<ul style="list-style-type: none"> • There has historically been a lack of professional development opportunities for staff related to substance use prevention education best practices. • There is a lack of consistent implementation of classroom lessons by all staff.
Policies, Rules and Procedures	<ul style="list-style-type: none"> • There is not clear communication with staff around procedures for how to refer students for screening/support services and who to direct referrals to. • Students are not aware of how to request help and report fear of discipline.
Communication	<ul style="list-style-type: none"> • Many staff members, students, and families are not aware that the district has a Comprehensive Substance Use Prevention and Intervention Plan. • There is very little communication with families about substance use prevention from the district, especially at the K-5 level.
Staff Training	<ul style="list-style-type: none"> • There is limited time at the beginning of the school year to support staff training in substance use prevention, leading to lack of understanding of expectations and school policies. • Time for staff training is usually very limited. Training therefore often leaves out topics such as prevention best-practices, destigmatization, and adult wellness.
School Board Approval	<ul style="list-style-type: none"> • The Comprehensive Substance Use Prevention and Intervention Plan has been approved by the School Board but originally had limited input from families and students.

Table A.3 SWOT Analysis- External Opportunities

CATEGORY	EXTERNAL OPPORTUNITIES
K–12 Instruction	<ul style="list-style-type: none"> The adoption of a new health curriculum provides opportunities for staff to review existing substance use prevention units, develop coherent approaches to substance use prevention across grade levels, and engage in professional development.
Policies, Rules and Procedures	<ul style="list-style-type: none"> The district is in the process of reviewing existing substance use-related policies to identify where updates can be made to reduce the incidence of exclusion related to substance use.
Communication	<ul style="list-style-type: none"> The counseling department at the high school is in the process of developing a resource center for students which will include additional substance use prevention and intervention information. The district maintains strong relationships with community partners who can serve as trusted messengers and share information in culturally responsive ways.
Staff Training	<ul style="list-style-type: none"> There are opportunities to collaborate with the regional ESD and other community partners to support staff training.
School Board Approval	<ul style="list-style-type: none"> The School Board has a trusting relationship with district administration and has a strong desire to strengthen the district’s mental health promotion efforts.

Table A.4 SWOT Analysis- External Threats

CATEGORY	EXTERNAL THREATS
K–12 Instruction	<ul style="list-style-type: none"> • Staff or families may be concerned about discussing substance use-related topics with younger students. • There are limited academic programs in the region for students receiving intensive treatment for substance use disorder.
Policies, Rules and Procedures	<ul style="list-style-type: none"> • There is limited funding to support intervention services. Existing funding has strict guidelines around how it can be used. • There may be concerns from staff and families when students are not excluded due to substance use. There is a need for ongoing education around supportive intervention and the harms of exclusionary discipline.
Communication	<ul style="list-style-type: none"> • Existing communication platforms do not provide metrics around who is engaging with the information, making it hard to know if the appropriate audiences are receiving critical information.
Staff Training	<ul style="list-style-type: none"> • There is limited time for staff training during non-student days. Providing additional professional learning for staff during student attendance days requires funding for and the availability of substitutes.
School Board Approval	<ul style="list-style-type: none"> • While the concern for this is low, there is potential for members of the community to express concerns related to the district’s Substance Use Prevention and Intervention Plan due to the variety of beliefs, values, and experiences of community members.

Table A.5 Action Items and Goals

ACTION ITEMS & GOALS
<p>Which opportunities should we pursue? How can we use our strengths to help us succeed?</p> <p>For the 2025-2026 school year, the district will pursue opportunities to expand on existing K-12 substance use prevention education, streamline and enhance referral systems, increase family and community awareness of the Substance Use Prevention and Intervention Plan, and ensure staff are prepared practically and emotionally to respond to opioid-related emergencies.</p> <p>We will use our strengths of newly adopted health instructional materials, widely used communication platforms, and strong community partnerships to help us achieve our goals.</p>
<p>Which weaknesses can be worked on to help maximize success?</p> <p>Ensuring that staff, students, families, and community partners all receive clear and consistent messages from the district around our substance use prevention and intervention programs will support efforts to increase family engagement, strengthen intervention processes, and enhance community partnerships.</p>
<p>What strategies can we put into place to be prepared for threats?</p> <p>The district will provide multiple opportunities for students, staff, and family members to provide feedback and ask questions about the Comprehensive Substance Use Prevention and Intervention Plan to ensure that all groups feel that the plan is reflective of their needs, priorities and values. The plan will be available on the district website for transparency with all stakeholders to build awareness and trust.</p>

Appendix B: Substance Use Prevention and Intervention Resources

Table B.1 Prevention Education Resources

Resource	Description	Link/Contact Information
2023 Health Education Standards	Grade level health standards adopted by the Oregon Department of Education.	Health Standards Adopted 10.19.23.pdf
ODE Substance Use Prevention Lessons	Instructional materials developed by ODE including annually required opioid prevention lessons and optional K-12 substance use prevention lessons.	Oregon Department of Education: Substance Use Prevention Education
Blueprints for Healthy Youth Development	Clearinghouse of evidence-based substance use prevention programs.	Blueprints Programs – Blueprints for Healthy Youth Development
Riverside University Health System Substance Use Prevention Toolkit for Schools	Clearinghouse of evidence-based substance use prevention and intervention programs.	Substance Use Prevention Toolkit for Schools Education Educational Programs
[K-5 Health Curriculum]	Age-appropriate health curriculum that aligns with K-5 health standards.	[link to curriculum]
[6-8 Health Curriculum]	Age-appropriate health curriculum that aligns with 6-8 health standards.	[link to curriculum]
[9-12 Health Curriculum]	Age-appropriate health curriculum that aligns with 9-12 health standards.	[link to curriculum]

Table B.2 Intervention and Referral Resources

Resource	Description	Link/Contact Information
[District Drug and Alcohol Policy]	District policy for drug and alcohol use on campus and at school-sponsored events.	[link to policy]
District Opioid Overdose Response Protocol	District protocol for identifying and responding to opioid-related medical emergencies.	[link to protocol]

OHA/ODE Fentanyl Toolkit for Schools	Toolkit developed by the Oregon Health Authority, Oregon Department of Education and Alcohol and Drug Policy Commission to support prevention, harm reduction and response efforts related to fentanyl use.	2024 Fentanyl Toolkit for Schools
[Intervention Program]	Intervention program delivered by trained district staff. May be used as an alternative-to-suspension or as otherwise indicated per district policy.	[link to intervention program]
Student Support Team Referral Form	This form may be submitted by students, caregivers, or staff to request additional support for a student struggling with substance use.	[link to referral form]
SAMHSA Student Assistance Framework	Guide for school administrators regarding the impact and key components of student assistance services.	Student Assistance: A Guide for School Administrators

Table B.3 Communication Resources

Resource	Description	Link/Contact Information
ODE Growing Up Safe Campaign	Substance use prevention campaign for caregivers of K-5 students.	Oregon Department of Education : Growing Up Safe - K-5 Media Campaign : Health : State of Oregon
ODE True Friends (6-8) Campaign	Substance use prevention campaign for 6-8 students and their caregivers.	Oregon Department of Education : True Friends - 6-8 Media Campaign : Health : State of Oregon
ODE True Friends (9-12) Campaign	Substance use prevention campaign for 9-12 students.	Oregon Department of Education : True Friends - 9-12 Media Campaign : Health : State of Oregon
District Student Health and Safety Webpage	Webpage with information for parents and students about health curriculum, school-based supports, and local substance use-related resources.	[link to district website]

Table B.4 Staff Training Resources

Resource	Description	Link/Contact Information
ODE Opioid Prevention Webinars and Slides	Slide decks from the ODE opioid prevention webinars in May 2025 are adapted for annual staff training.	Oregon Department of Education : Webinar
[Intervention Program] Facilitator Training	Self-paced training modules for district staff delivering the alternative-to-suspension [intervention program].	[link to training]
ODE Restorative Practices Training and Technical Assistance	Training and technical assistance for educators and administrators in restorative practices provided by the Oregon Department of Education.	Restorative Practices and Restorative Justice Training Overview and Resources

Table B.5 Community Resources

Resource	Description	Link/Contact Information
Local Public Health Authority	The LPHA contracts with the district to provide an on-site part time Drug and Alcohol Counselor.	[LPHA contact information]
Local Alcohol and Drug Prevention Education Coordinator	The local ADPEP Coordinator partners with the school district to support classroom presentations, staff training, and caregiver information nights.	[ADPEP coordinator contact information]
Youth Recovery Drop-in Center	Offers drop-in support, peer mentorship, and treatment services for youth experiencing substance use disorder.	[drop-in center contact information]
Local SUD Treatment Provider	Provides screening and treatment for youth with or at risk of substance use disorder.	[treatment provider contact information]
Recovery High School	Provides students with a specialized high school education experience tailored to meet the needs of students with substance use and co-occurring behavioral health challenges.	ODE Recovery High Schools Webpage
Resource List by County	County-specific resource guides focused on mental health and substance use for each of Oregon's 36 counties.	Oregon resource guides Resource Guides Coast to Forest Oregon State University