



### Healthy, Substance Free Schools Learning Environments

To ensure student wellbeing and optimal use of educational resources, the Portland Public Schools Board of Education and the staff of the district support healthy, substance-free learning environments for students and school staff.

The Healthy, Substance Free Learning Environments Policy applies to all district employees, students and families while on district property and/or attending district sponsored events. Substance includes all mood-altering substances/paraphernalia drugs, alcohol, nicotine, or facsimiles thereof. This includes medications that have not been prescribed for the individual or are being used in a manner that is not consistent with the prescription.

The district recognizes that the use of substances is a major cause of health problems nationwide and that many issues associated with these health problems are preventable with education and treatment. Illicit substance use is a complex issue and ~~that~~ mental health needs often play a role. Accomplishing our shared goal of a productive learning environment requires a cooperative effort among school administrators, staff, students, ~~parents~~ families, public agencies and organizations focused on supporting youth facing substance use and mental health challenges.

The District's goal is to intervene, educate, and support students and their parents/guardians at the earliest signs of a problem. It is critical that we put student learning at the forefront and minimize use of exclusionary discipline for students with substance use violations, while maintaining a safe and productive learning environment for all. ~~Substance: includes all mood altering substances or facsimiles thereof, including medications that have not been prescribed for the student or are being used in a manner that is not consistent with the prescriptions, drugs, or alcohol.~~

~~The Board recognizes that students with African American, Latino, Native American, and Pacific Islander ancestry, English Language Learners, students with disabilities, and students living in poverty (Historically Underserved) experience disproportionate actions in response to their behavior. The Board desires to identify areas of support to minimize substance use and improve mental health for these and all students.~~

~~As stated in our district Racial Educational Equity Policy (2.10.010-P), Portland Public Schools is committed to the success of every student in each of our schools.~~ Our vision is to have a responsive system of restorative supports that are culturally differentiated to meet the needs of all students and school communities facing substance use and mental health challenges, enabling PPS seeks to assist students in their recovery while also advancing their education with the goal of developing



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students that are living healthy lives, thriving, and succeeding. ~~As such, we commit to adhere to the Racial Educational Equity Policy (2.10.010-P) as we enact our Healthy, Substance Free Learning Environments policy.~~

~~The District supports a nonpunitive self-referral and self-disclosure and self-referral stance for students who, for the purpose of obtaining help, disclose substance use behavior that which is prohibited under this policy.~~

~~We support differentiated resources and consequences, and in the case where a district representative observes that a student may have a substance use problem, the expectation is that school leadership will be notified and will make all reasonable attempts to ensure the student receives supports and resources.~~

It is not considered self-disclosure when a student admits substance use and/or requests assistance for substance abuse during the course of an investigation of possible substance use misconduct by that individual.

If a student discloses prohibited substance use in the course of an investigation into a situation in which they are the victim or in a role of support for the victim, they shall not be penalized for that use, and will be offered support and resources to encourage healthy choices.

We The district supports differentiated resources and consequences, and in the case where a district representative employee observes that a student may have a substance use problem, the expectation is that school leadership will be notified and will make all reasonable attempts to ensure the student receives supports and resources.

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Under the supervision of the Superintendent, the Office of Student Support Services is responsible for developing appropriate administrative procedures, curricula, and programs to implement the Healthy, Substance Free Schools Learning Environments Administrative Directive that has been developed with input from students, families, teachers, and administrators. The district's offerings shall be scientifically based and designed to prevent and/or reduce substance use, the possession of, and the distribution of illicit substances. These efforts shall be coordinated with school, families and community-based services and programs. ~~The Healthy, Substance Free Schools Learning Environments Policy applies to all district employees, students and families while on district property and attending district sponsored events.~~



## Board Policy

X.XX.XXX-P

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Legal references: ORS 163.575; ORS 167.400; ORS 339.240; ORS 339.250; ORS 339.883; ORS Chapter 475; OAR 581-021-0050 to -0055; OAR 581-021-0065 to -0071; OAR 581-021-0110; 42 CFR, Chapter 1, Subchapter A. Confidentiality of Alcohol and Drug Abuse Patient Records; Safe and Drug Free Schools and Communities Act; Div. 22 - OAR 5810222045