



PORTLAND PUBLIC SCHOOLS
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Date: August 29, 2019
To: School Board
From: Brenda Martinek, Chief of Student Support Services
Subject: Healthy, Substance Free Learning Environments DRAFT Policy

BACKGROUND

In order to align with district priorities and national best practice, the Office of Student Support Services recommends creating a drug and alcohol policy separate from our discipline policy which imbeds our Racial Educational Equity Policy (2.10.010-P) and trauma-informed practices, and maintains a focus on prevention, intervention and recovery.

This proposed policy was reviewed by the Policy and Governance Committee on June 4th, June 27th and August 29th of 2019, revisions were made following each meeting.

RELATED POLICIES/BEST PRACTICES

This new draft policy is in alignment with the revised Student Conduct and Discipline Policy currently under board review as well as the district's Recovery, Education and Action for Healthy Living (REAHL) Initiative. With the intention of imbedding equity into our system, the Racial Educational Equity Policy (2.10.010-P) was consulted and is referenced.

ANALYSIS OF SITUATION

Currently, Portland Public Schools does not have a drug and alcohol policy, rather guidance for these situations is situated within an Administrative Directive under the Student Conduct and Discipline Policy (4.30.010-P). Under the Recovery, Education and Action for Healthy Living Initiative (REAHL) it became clear that as a district we need a policy that will meet the needs of students who struggle with substance use as well provide guidance as to the district's position on these activities.

FISCAL IMPACT

We do not anticipate a fiscal impact for this policy

COMMUNITY ENGAGEMENT

In an effort to engage stakeholders early and often in this process, the Office of Student Support Services conducted family, student and teacher listening sessions as well as a survey. We also involved school administrators and other district staff in a bi-weekly work session to incorporate their perspective as we developed the Healthy, Substance Free Learning Environments Policy.

Below is a list of the most salient points taken from those meetings, followed by the engagements opportunities provided.

- Families desire preventative health education
- Proactive supports rather than punitive response to substance use
- We need to include the intersectionality of mental health needs with substance use supports

- Five work group meetings were held with building administrators and other district staff to add varied perspective to the Healthy, Substance Free Learning Environments Policy
- Nine listening sessions were conducted with students at Franklin, Benson, Cleveland, Grant, Lincoln, Roosevelt, and Alliance at Meek with approximately 125 students in attendance.
- Three listening sessions were conducted with teachers and staff at Cleveland, Lincoln, and Madison High Schools. Approximately 45 teachers and staff members were in attendance
- Staff engaged with students and families who attended an Insight Intervention Class which is an educational program for students and parents to learn about and practice strategies to prevent drug and alcohol use”
- The survey can be found at: <https://tinyurl.com/yy5rrds4>. We received 37 responses to the survey.

TIMELINE FOR IMPLEMENTATION/EVALUATION

Communication of this policy along with the Student Conduct & Discipline Policy to school administrators will take place in fall of 2019, along with the accompanying Administrative Directives.

BOARD OPTIONS WITH ANALYSIS

The Policy and Governance Committee unanimously recommended that this policy be sent to the school board for a first reading.

STAFF RECOMMENDATION

Staff recommends the adoption of the new Healthy, Substance Free Learning Environments Policy.

ATTACHMENTS

- A. New DRAFT Policy
- B. Original AD



Board Policy

4.30.023-P

Healthy, Substance Free 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 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, 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.

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. PPS seeks to assist students in their recovery while also advancing their education with the goal of developing 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-disclosure and self-referral stance for students who, for the purpose of obtaining help, disclose substance use behavior which is prohibited under this policy.



Board Policy

4.30.023-P

Healthy, Substance Free Learning Environments

It is not considered self-disclosure when a student admits substance use and/or requests assistance during the course of an investigation of possible substance use misconduct by that individual. Students may receive disciplinary consequences in conjunction with supports and services as appropriate for that student.

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.

The district supports differentiated resources and consequences, and in the case where a district employee observes that a student may have a substance use problem, that employee shall notify school leadership who will make all reasonable attempts to ensure the student receives supports and resources.

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 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.

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

History: Adopted 10/2019