



Centennial School District

Substance Use Prevention and Intervention Plan

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Section 1: Plan Introduction and Overview

Executive Summary

Purpose

This plan establishes a proactive, equitable, and student-centered approach to substance use prevention, early identification, and intervention. The goal is to move from reactive and inconsistent practices to a coordinated system that supports student health, safety, engagement, and well-being.

Current Landscape

District survey, attendance, discipline, and referral data indicate:

- Substance use concerns are often identified after incidents occur.
- Prevention instruction varies across schools and grade levels.
- Referral practices are inconsistent, resulting in inequitable access to support.
- Additional staff training, student awareness, and family engagement are needed.

Recent Student Health Survey data show:

- Approximately 5–10% of 8th graders and 6–13% of 11th graders reported substance use within the past 30 days.
- 12.6% of 11th graders reported not knowing a person or place to seek help for substance use concerns.
- Only 55–62% of students rated their mental and emotional health as good, very good, or excellent.

These findings underscore the need for stronger prevention and intervention systems.

Strengths and Areas for Growth

Strengths

- K–12 health curriculum
- Strong SEL and MTSS foundations
- Dedicated counselors, social workers, and community partners

Areas for Growth

- Aligned K–12 prevention system
- Consistent referral and intervention processes
- Staff training and family engagement
- Early identification practices

Strategic Priorities

1. Strengthen Prevention Education

- Implement a K–12 prevention scope and sequence
- Integrate prevention into SEL and school culture

2. Improve Early Identification and Intervention

- Establish clear, supportive referral pathways
- Use multiple data sources to identify students early
- Increase staff awareness of risk factors and warning signs

3. Build Staff Capacity

- Provide district-wide training on prevention, intervention, and trauma-informed practices
- Offer role-specific professional learning

4. Strengthen Family and Community Partnerships

- Expand family education and communication
- Increase access to community-based supports

5. Align Systems and Practices

- Enhance consistent district procedures
- Align disciplinary responses with prevention-focused approaches

Key Actions for 2026–27

- Enhanced staff training on substance use prevention and intervention
- Implement standardized referral and response protocols
- Develop and implement aligned prevention curriculum resources
- Increase student and family engagement opportunities
- Strengthen coordination with community partners

Expected Outcomes

Short-Term

- Increased staff confidence and consistency
- More preventative referrals and earlier support
- Greater clarity in systems and procedures

Long-Term

- Reduced substance-related disciplinary incidents
- Increased access to support services
- Improved student perceptions of safety, belonging, and support
- Stronger family and community partnerships

Intended Impact

Through aligned instruction, clear systems, and strong partnerships, the district will create a prevention-focused framework that supports healthy decision-making and ensures students receive timely, equitable support.



Acknowledgements and Contact Information

Table 1.1 Staff Member Roles and Responsibilities

Name, Title	Contact Information	Roles and Responsibilities Within This Plan
April Olson Director of Curriculum & Student Learning	april_olson@csd28j.org	<ul style="list-style-type: none"> ● Sets vision and ensures system alignment with district policies and state mandates ● Allocate funding and resources to support implementation ● Communicates the plan to the school board, families, and community partners ● Support district-wide policy development and adoption ● Leads the development of evidence-based practices ● Builds staff capacity and partnerships ● Uses data to monitor and improve implementation
Denise Wright Director of Student Services	denise_wright@csd28j.org	<ul style="list-style-type: none"> ● Sets vision and ensures system alignment with district policies and state mandates ● Allocate funding and resources to support implementation ● Communicates the plan to the school board, families, and community partners ● Support district-wide policy development and adoption ● Leads the development of evidence-based practices ● Builds staff capacity and partnerships ● Uses data to monitor and improve implementation
Jenny Lucas Curriculum & Student Learning Administrator	jenny_lucas@csd28j.org	<ul style="list-style-type: none"> ● Supports the development of the comprehensive plan ● Supports implementation of the district vision and plan ● Builds staff capacity through coaching and support ● Monitors data and helps adjust practices for effectiveness



<p>Marin Miller High School Principal</p>	<p>marin_miller@csd28j.org</p>	<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. ● Ensure teachers receive training and support to deliver high-quality prevention education. ● Collaborate with school staff on the 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.
<p>Ali Marks Jeb Hubbs Middle School Principals</p>	<p>ali_marks@csd28j.org jeb_hubbs@csd28j.org</p>	<ul style="list-style-type: none"> ● Ensure delivery of prevention curriculum in grades 6-8 that aligns with 9-12 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 the 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.
<p>Diana Mitchell Leslie VanKleek Lisa Clingan Jared Austin Christina Anderson Gayle Imran-Sideris Elementary Principals</p>	<p>diana_mitchell@csd28j.org leslie_vankleek@csd28j.org lisa_clingan@csd28j.org jared_austin@csd28j.org christina_anderson@csd28j.org gayle_imransideris@csd28j.org</p>	<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.



<p>Cole Hartmann Youth Drug & Alcohol Counselor, Coach Northwest Family Services</p>	<p>CHartmann@nwfs.org</p>	<ul style="list-style-type: none"> ● Provided input to inform the development and refinement of the comprehensive plan ● Provides assessment, counseling, and targeted intervention ● Uses harm-reduction, trauma-informed, and non-judgmental approaches ● Coordinates with school teams and connects students/families to treatment and community services ● Supports early identification and prevention through consultation and education
<p>School Nurses</p>	<p>na</p>	<ul style="list-style-type: none"> ● Lead and support district 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.
<p>Andrea Rose CHS/CVA Counselor</p>	<p>andrea_rose@csd28j.org</p>	<ul style="list-style-type: none"> ● Provided input to inform the development and refinement of the comprehensive plan ● Provides direct student support, counseling, and intervention ● Identifies and refers students using early warning signs and data ● Work with staff, students, and families to develop re-entry and support plans ● Partners with families and teachers to monitor student academic and emotional well-being ● Implements prevention and intervention supports at the school level
<p>Janine Estell-Steppe Counselor Meadows Elementary & CVA</p>	<p>janine_estellesteppe@csd28j.org</p>	<ul style="list-style-type: none"> ● Provided input to inform the development and refinement of the comprehensive plan ● Provides direct student support, counseling, and intervention ● Identifies and refers students using early warning signs and data ● Partners with families and community providers ● Implements prevention and intervention supports at the school level



K-12 Counselors	na	<ul style="list-style-type: none"> ● Provides direct student support, counseling, and intervention ● Identifies and refers students using early warning signs and data ● Work with staff, students, and families to develop re-entry and support plans ● Partners with families and teachers to monitor student academic and emotional well-being ● Implements prevention and intervention supports at the school level
Grace Littig Social Worker CMS, OMS, CHS, CVA	grace_littig@csd28j.org	<ul style="list-style-type: none"> ● Provided input to inform the development and refinement of the comprehensive plan ● Provides intensive, wraparound support and intervention ● Identifies and responds to substance use concerns using a trauma-informed approach ● Connects students and families to community-based services ● Collaborates with school teams to coordinate care and supports
Districtwide Social Workers	na	<ul style="list-style-type: none"> ● Provides intensive, wraparound support and intervention ● Identifies and responds to substance use concerns using a trauma-informed approach ● Connects students and families to community-based services ● Collaborates with school teams to coordinate care and supports
Alexandra Hatt Health Teacher CMS	alexandra_hatt@csd28j.org	<ul style="list-style-type: none"> ● Provided input to inform the development and refinement of the comprehensive plan ● Delivers grade-specific Health Education Standards instruction focused on substance use prevention and other state-level prevention education requirements. ● Teaches decision-making, risk awareness, and healthy behaviors ● Creates a safe, non-judgmental space for student learning and discussion ● Reinforces prevention messaging and connects students to supports



6-12 Health Teachers	na	<ul style="list-style-type: none">● Delivers grade-specific Health Education Standards instruction focused on substance use prevention and other state-level prevention education requirements.● Teaches decision-making, risk awareness, and healthy behaviors● Creates a safe, non-judgmental space for student learning and discussion● Reinforces prevention messaging and connects students to supports
K-5 Teachers	na	<ul style="list-style-type: none">● Delivers grade-specific Health Education Standards instruction focused on substance use prevention and other state-level prevention education requirements.● Teaches decision-making, risk awareness, and healthy behaviors● Creates a safe, non-judgmental space for student learning and discussion
All Staff	na	<ul style="list-style-type: none">● Promote safe and inclusive schools that support the mental health and well-being of all students.● Maintains 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 allows districts to outline what is currently in place to support substance use prevention and intervention in their schools, including how they address requirements outlined in OAR 581-022-2045. 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:

Centennial School District envisions a future in which every student has the knowledge, skills, and support to make healthy, informed decisions regarding substance use.

- We are committed to building a sustainable system that:
 - Integrates prevention, early identification, and intervention
 - Fosters safe, inclusive, and identity-affirming learning environments
 - Promotes strong family and community partnerships
 - Ensures equitable access to support services
 - Empowers students to make informed choices and build lifelong wellness

Mission Statement:

Our mission is to proactively support the health and well-being of every student by providing comprehensive, culturally responsive, and evidence-based substance use prevention education and timely, student-centered intervention. We are committed to reducing stigma, increasing awareness, and ensuring all students have access to the support they need to thrive.

Related Legislation, Board Policies, and Funding Sources

Centennial School District maintains a comprehensive Substance Use Prevention and Intervention Plan aligned with Oregon law, State Board of Education requirements, and district Board policy. The district is committed to maintaining drug-free and tobacco-free schools and ensuring safe, supportive learning environments for all students, staff, and visitors.



The district upholds that alcohol, tobacco, and other drug use is illegal and harmful, and clear consequences for using and/or selling alcohol or other drugs follow Oregon Administrative Rules (OAR 581-021-0050 and 581-021-0055). The district prioritizes supportive and restorative approaches alongside discipline, including intervention and referral processes to ensure students receive the help they need.

The district will access and utilize multiple funding sources, including available general fund allocations, county, state and federal funds, and other applicable grant resources and partnerships, to support safe and healthy school environments and substance use prevention efforts.

Related Legislation

This plan aligns with applicable Oregon statutes and administrative rules, including:

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

In addition, many secondary state sources may also be 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 a statutory definition of prevention)

Related School Board Policies

The district's program is grounded in Board policy and administrative regulation, including student conduct, substance use prevention, tobacco-free environment, and drug-free workplace policies.

The district affirms that alcohol, tobacco, and other drug use by students is illegal and harmful and is prohibited in all school settings.

- [IGAEB - Drug, Alcohol, and Tobacco Prevention, Health Education](#)
- [IGAEC - Anabolic Steroids and Performance-Enhancing Substances](#)
- [GBEC - Drug-Free Workplace](#)
- [GBK/KGC - Prohibited Use, Distribution, or Sale of Tobacco Products and Inhalant Delivery Systems](#)
- [JFCF - Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence - Student](#)
- [JFC - Student Conduct](#)



Outline of Prevention and Intervention Strategies

K–12 Prevention Education

Centennial School District provides annual, age-appropriate, and culturally responsive substance use prevention instruction as part of its K–12 health education program. Instruction is aligned to Oregon Health Education Standards and includes:

- Effects of alcohol, tobacco, marijuana, and other drugs
- Risks of synthetic opioids, including fentanyl and counterfeit substances
- Dangers of performance-enhancing and controlled substances
- Applicable laws, including Good Samaritan protections
- Available school and community support resources

ODE-required opioid prevention lessons are provided annually in grades 6–8 and at least once in grades 9–12. Prevention education emphasizes informed decision-making, resisting peer pressure, and promoting healthy choices.

Intervention and Referral

CSD utilizes a Multi-Tiered System of Supports (MTSS) to identify and support students with substance use concerns. Students may be referred through staff, family, self-referral, behavioral indicators, attendance concerns, academic performance, or discipline data.

Standardized, non-punitive referral procedures connect students to school-based supports, community resources, and appropriate Tier 2 and Tier 3 interventions. All interventions prioritize student safety, confidentiality, trauma-informed practices, and reducing stigma.

Drug-Related Medical Emergencies

In suspected drug-related medical emergencies, staff follow district emergency response procedures, including contacting emergency medical services, notifying appropriate personnel, and providing emergency interventions as trained and authorized.

Opioid Overdose Response Protocol:

Following an incident, students are connected with appropriate supports and intervention services through the district's MTSS process.

Communication and Staff Training

The district provides ongoing communication and education for students, families, staff, and the community regarding substance use prevention, available supports, and referral processes.

All staff receive annual training on prevention, identification, referral procedures, emergency response, confidentiality requirements, and student-centered intervention practices. Additional role-specific training is provided as needed to ensure consistent implementation across schools.



Section 3: Strategic Improvement

Substance Use Prevention and Intervention Strategic Plan

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 2026-27 school year.

Goal Area: K-12 Instruction

Objective 1: Implement a K–12, standards-aligned, culturally responsive substance use prevention program that provides all students with consistent instruction focused on prevention, decision-making, and well-being.

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

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Develop a K–12 prevention scope and sequence aligned to Oregon standards	Spring–Fall 2026	Student Services, Curriculum Team, Health Teachers	Consistent K–12 prevention framework
Review and adopt evidence-based instructional materials, including ODE opioid/fentanyl resources	Spring–Summer 2026	Curriculum Team, District Leadership	Standards-aligned, relevant instructional resources
Establish expectations for universal prevention instruction across all schools	Fall 2026	District and Building Leadership	Consistent implementation districtwide
Integrate prevention education with SEL/TSEL and culturally responsive practices	Fall 2026–Ongoing	Teachers, Coaches, Administrators	Increased student engagement and relevance
Provide staff training on prevention instruction and student-centered practices	Fall 2026–Ongoing	Student Services, Curriculum Team, Community Partners	Increased staff capacity and confidence
Implement the required opioid prevention instruction	Fall 2026–Ongoing	Health Teachers, Administrators	Compliance and increased student awareness
Monitor implementation and review materials annually	Ongoing	Administrators, Coaches, Curriculum Team	Consistent, current, and effective instruction



Goal Area: Rules, Policies, and Procedures

Objective #1: Align and implement clear, consistent district-wide policies and procedures for substance use prevention, identification, referral, and intervention that prioritize equitable, student-centered, and non-punitive practices.

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

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Review existing policies and procedures; identify gaps and inconsistencies	Spring-Summer 2026	District Leadership, Student Services, Administrators	Alignment needs identified
Develop and communicate standardized procedures, referral pathways, and response protocols, including emergency response procedures	Summer–Fall 2026	District Leadership, Student Services, School Support Staff	Consistent district-wide practices
Align discipline policies with restorative, prevention-focused approaches	Fall 2026	District & Building Leadership	Increased equitable and supportive responses
Train staff on updated policies, procedures, and expectations	Fall 2026–Ongoing	District Leadership, Professional Learning Team	Increased staff understanding and implementation
Provide accessible resources for staff, students, and families and monitor implementation across schools	Fall 2026–Ongoing	District Leadership, Communications Team, Administrators	Improved transparency, consistency, and fidelity
Review feedback, data, and emerging best practices to refine policies annually	Ongoing	District Leadership	Continuous improvement and responsiveness



Goal Area: Communication

Objective #1: Develop a proactive, culturally responsive communication system that keeps students, families, and staff informed about substance use prevention, available supports, and referral processes.

Table 2.3 Activities and Outcomes for Communication Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Anticipated Outcomes
Develop and implement a district-wide communication plan for prevention and intervention	Summer–Fall 2026	District Leadership, Communications Team	Clear and consistent messaging
Provide ongoing communication to families through newsletters, websites, events, and other outreach efforts	Fall 2026–Ongoing	Communications Team, Building Administrators	Increased awareness of prevention efforts and resources
Create multilingual, culturally responsive materials and clearly communicate support services, referral pathways, and confidentiality protections	Fall 2026–Ongoing	Communications Team, Student Services	Improved accessibility and understanding of available supports
Partner with community organizations and integrate prevention messaging into existing school communication structures	Fall 2026–Ongoing	Communications Team, Student Services	Stronger family engagement and community connections
Provide staff with communication tools and guidance and gather feedback to improve communication efforts annually	Ongoing	Student Services, District Leadership	Increased staff confidence and continuous improvement



Goal Area: Staff Training

Objective #1: Build staff capacity through ongoing professional learning that supports effective substance use prevention, identification, referral, and intervention using trauma-informed, culturally responsive, and student-centered practices.

Table 2.4 Activities and Outcomes for Staff Training Objective #1

Activities and Approaches	Timeframe	Persons Responsible	Outcomes
Develop and implement a district-wide professional learning plan aligned to the Substance Use Prevention and Intervention Plan	Summer–Fall 2026	District and Building Leadership	Clear and aligned staff training system
Provide foundational training for all staff on prevention, trends, district procedures, referral pathways, and response protocols	Fall 2026–Ongoing	District Leadership, Student Services, Community Partners	Increased staff knowledge and consistency
Deliver role-specific training and professional learning on trauma-informed practices, harm reduction, and early identification	Fall 2026–Ongoing	Student Services, Community Partner	Improved intervention and support practices
Provide ongoing coaching, PLC support, practical application opportunities, and updates on emerging trends and resources	Ongoing	Instructional Coaches, Building Leaders, Community Partners	Sustained implementation and staff confidence
Monitor participation, gather feedback, and update training annually based on district needs and current research	Ongoing	District Leadership	Continuous improvement and relevant training



Appendix A: SWOT Analysis

Table A.1 SWOT Analysis- Internal Strengths

CATEGORY	INTERNAL STRENGTHS
K–12 Instruction	Existing health curriculum at middle and high school; elementary programs (e.g., Great Body Shop); use of SEL/TSEL and protective-factor strategies; community partner presentations (e.g., NW Family Services)
Policies, Rules and Procedures	Existing MTSS framework; established referral pathways (counselors, social workers); some protocols for discipline and response already in place
Communication	Existing communication structures (newsletters, school events, conferences); partnerships with community organizations providing outreach
Staff Training	Some prior training through external agencies (OHA, MESD); staff expertise in SEL, trauma-informed practices, and relationship-centered approaches
School Board Approval	Alignment with district priorities around student well-being, equity, and safety; strong rationale for prevention-focused systems

Table A.2 SWOT Analysis- Internal Weaknesses

CATEGORY	INTERNAL WEAKNESSES
K–12 Instruction	Inconsistent implementation across schools; lack of K–12 alignment and scope/sequence; limited culturally responsive and engaging instruction; insufficient instructional frequency
Policies, Rules and Procedures	Lack of clarity and consistency across schools; variability in referral and discipline practices; perception of punitive responses; limited awareness of procedures
Communication	Primarily reactive communication; limited proactive family engagement; lack of multilingual and accessible resources; inconsistent messaging



Staff Training	Limited formal, system-wide training; low staff confidence in identifying and responding to substance use; lack of role-specific guidance
School Board Approval	Need for clearer articulation of plan impact, data, and resource allocation to sustain long-term support

Table A.3 SWOT Analysis- External Opportunities

CATEGORY	EXTERNAL OPPORTUNITIES
K–12 Instruction	Access to evidence-based curricula; Oregon Department of Education (ODE) instructional supports; required opioid/fentanyl education supplements
Policies, Rules and Procedures	State guidance promoting prevention and non-punitive approaches; alignment with best practices in trauma-informed and restorative systems
Communication	Community partnerships (NW Family Services, SBHCs, New Avenues for Youth, Morrison); opportunities to engage families through existing events
Staff Training	Training and expertise available through ODE, Oregon Health Authority (OHA), MESD, and community partners
School Board Approval	Increased public and legislative focus on youth substance use prevention; alignment with health and safety priorities

Table A.4 SWOT Analysis- External Threats

CATEGORY	EXTERNAL THREATS
K–12 Instruction	Rapidly evolving substance use trends (e.g., fentanyl, vaping); lack of consistent external curriculum guidance; competing instructional priorities
Policies, Rules and Procedures	Potential legal complexities (e.g., confidentiality laws for students 14+); inconsistent interpretation of policies; risk of inequitable enforcement



Communication	Stigma around substance use limiting student/family engagement; low participation in voluntary family events; language and cultural barriers
Staff Training	Limited time for professional learning; competing district initiatives; staff turnover impacting continuity of training
School Board Approval	Budget constraints; competing district priorities; need to demonstrate measurable impact to sustain support

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> <ul style="list-style-type: none"> - Leverage strong community partnerships to expand prevention education and intervention supports - Utilize existing SEL/TSEL and MTSS frameworks to integrate substance use prevention into current systems - Align with ODE guidance and required instructional supports to strengthen K–12 prevention education - Build on staff’s relational and trauma-informed strengths to shift toward non-punitive, student-centered practices - Use existing communication structures (family nights, conferences) to increase proactive outreach 	
<p>Which weaknesses can be worked on to help maximize success?</p> <ul style="list-style-type: none"> - Develop a K–12 aligned prevention scope and sequence to address instructional inconsistency - Standardize referral pathways, response protocols, and procedures across all schools - Increase staff training and clarity around roles, expectations, and intervention processes - Shift communication from reactive to proactive, with multilingual and culturally responsive resources - Improve system coherence so efforts feel integrated rather than “one more initiative.” 	
<p>What strategies can we put into place to be prepared for threats?</p> <ul style="list-style-type: none"> - Implement ongoing staff training on emerging substance use trends (e.g., fentanyl, vaping) - Establish clear, legally aligned protocols for confidentiality and family communication - Use data monitoring systems to quickly identify trends and adjust strategies - Prioritize non-judgmental, stigma-reducing practices to increase student help-seeking behavior - Plan for sustainable implementation by aligning resources, staffing, and district priorities - Regularly communicate progress and outcomes to leadership and the School Board to maintain support 	



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 include annually required opioid prevention lessons and optional K-12 substance use prevention lessons.	Oregon Department of Education: Substance Use Prevention Education
Grades K-5: The Great Body Shop	Age-appropriate health curriculum that aligns with K-5 health standards.	The Great Body Shop
Grades 6-8: Human Kinetics	Age-appropriate health curriculum that aligns with 6-8 health standards.	Human Kinetics
Grades 9-12: Live Well	Age-appropriate health curriculum that aligns with 9-12 health standards.	Live Well Comprehensive High School Health

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.	Policy
District Opioid Overdose Response Protocol	District protocol for identifying and responding to opioid-related medical emergencies.	CSD Protocol
Opioid Prevention Lessons	Lessons at each grade level (grade 6, 7, 8 and at least once in high school) as per OAR 581-022-2045 .	<ul style="list-style-type: none"> • Introduction/Background on Synthetic Opioid Lessons • 6th Grade Opioid Prevention Lesson (English) • 6th Grade Opioid Prevention Lesson (Spanish)



		<ul style="list-style-type: none"> • 7th Grade Opioid Prevention Lesson (English) • 7th Grade Opioid Prevention Lesson (Spanish) • 8th Grade Opioid Prevention Lesson (English) • 8th Grade Opioid Prevention Lesson (Spanish) • High School Opioid Prevention Lesson (English) • High School Opioid Prevention Lesson (Spanish)
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
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



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	Oregon Department of Education: Webinar
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	LPHAs may partner with districts to support substance use prevention and/or intervention.	Cole Hartmann CHartmann@nwfs.org
Local Alcohol and Drug Prevention Education Coordinator	The local ADPEP Coordinators may partner with districts to support substance use prevention and/or intervention.	Cole Hartmann CHartmann@nwfs.org
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