

ASHLAND SCHOOL DISTRICT 5

STUDENT DRUG AND ALCOHOL PREVENTION PLAN

[OREGON ADMINISTRATIVE REGULATIONS](#)

[581-022-2045](#)

[IGAEB Drug, Alcohol and Tobacco Prevention Policy](#)

Table of Contents

A. INTRODUCTION	3
B. DRUG FREE PHILOSOPHY	4
C. DRUG PREVENTION PROGRAM – NATURE AND EXTENT	4
D. DRUG PREVENTION CURRICULUM & INSTRUCTION	4
E. INTERVENTION/REFERRAL	5
F. CONSEQUENCES.....	6
G. LAW ENFORCMENT RELATIONS	7
H. DRUG/ALCOHOL MONIES	7
I. STAFF DEVELOPMENT	7
J. PUBLIC INFORMATION	9
APPENDIX A: HIGH SCHOOL INTERVENTION.....	10
APPENDIX B: MIDDLE SCHOOL INTERVENTION	12
APPENDIX C: STANDARDS FRAMEWORK	16
APPENDIX D: UPDATES AND REVIEWS.....	26

A. INTRODUCTION

ASHLAND School District #5 continues to grow and development its Drug and Alcohol Prevention and Education program in the following areas:

1. A comprehensive program aimed at prevention instruction with regards to alcohol, tobacco, and other drug use/abuse. In addition, the program shares resources to assist individuals and families in dealing with alcohol, tobacco, and other drug use/abuse.
2. A District Drug and Alcohol Committee to ensure broad input, support, and review of the district's action plan.
3. A Student Assistance Program to provide prevention and early intervention assistance for youth affected by alcohol and other drugs.
4. A student and staff development program that continues to address basic information, laws, current research, and available resources.

B. DRUG FREE PHILOSOPHY

Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol and tobacco use is illegal, harmful, and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol, and tobacco use and to maintain a drug-free educational environment.

In recognition of these concerns, the Ashland School District will implement a comprehensive prevention and early intervention program that reflects current research through:

- District Health Education Curriculum
- Other Designated Courses (Science & Social Studies)
- Designated Trained Staff Members
- Outside Community Agencies

The Ashland School District will not tolerate the possession, selling, use or influence of alcohol and other illegal and harmful drugs (illicit drugs, non-therapeutic use of prescribed drugs, and other dangerous substances) in the schools, on/in school properties or during school sponsored activities including athletic events, dances, field trips, etc.

This expectation will apply equally to students and staff.

C. DRUG PREVENTION PROGRAM – NATURE AND EXTENT

1. The Ashland School District Superintendent or designee will develop a written plan for comprehensive drug and alcohol prevention program to include at a minimum:
 - a. District Philosophy
 - b. Prevention Education
 - c. Intervention/Referral
 - d. Medical Emergency Procedures
 - e. Consequences
 - f. Law Enforcement Relations
 - g. Access and Use of Federal Monies
 - h. Staff Development
 - i. Public Relations
2. The District Drug and Alcohol Committee will annually review, and then submit the plan for final adoption by the Board of Directors.

D. DRUG PREVENTION CURRICULUM & INSTRUCTION

1. The District shall continue with the current curriculum as indicated in the standards framework. Instruction will be integrated primarily in health education courses during grades 6 – 8, and 9 and 11. Students in grades K5, 10 and 12 shall receive prevention education through instruction infused across the curriculum. Materials will be reviewed annually to assure that they reflect current research and include age appropriate

information on applicable drug and alcohol laws and otherwise meet the requirements of OAR 413.

2. The District shall provide instruction in grades K5 which shall include, at a minimum, managing peer pressure, responsible decision making, self-esteem, and conflict resolution.
3. The District shall develop and implement additional activities, which reflect current research, meet the requirements of the drug and alcohol prevention rule, and recognize the value of peer support and drug and alcohol-free activities. Activities may include workshops, videos, conferences, clubs, assemblies, and follow up classroom activities.
4. The Title IV Coordinator and/or building principal will supervise the above activities and delegate responsibility to the appropriate individuals and committees.

E. INTERVENTION/REFERRAL

1. It is the policy of this District to assist those students whose academic success, and/or social, emotional or physiological development is being hindered by such personal problems as alcohol and other drug use/abuse. The purpose of the District's Intervention Program is to assist students so identified to obtain the necessary assistance. The goal of intervention is the restoration of the student to productive academic activity and achievement of his/her full potential.
2. An Intervention Team, generally each sites Student Study or Child Study Team, shall provide assistance and recommendations with alcohol and other drug issues that may be affecting a student's academic progress. These interventions will be research-based, age appropriate, and designed to address the needs of the individual student.
3. Any member of the staff who has reason to suspect a student is in possession of alcohol or other drugs on school property, on a school bus or while participating in any school sponsored activity, whether on school property or at sites off school property, will direct the student to the office or designated area and will report the information to the building principal of his/her designated representative.

Behavior/patterns which suggest the effects of alcohol or other drugs include, but are not limited to, possession of drugs or drug paraphernalia, academic performance, excessive absence or tardiness, emotional or violent outbursts, withdrawal and isolation, inattention or sleeping in class.

4. The building principal or designee will directly intervene to implement [policy JFCI/JFCH](#) and corresponding [administrative regulations](#), and activate the appropriate intervention team process.
5. As required by Federal Law and District policy, similar concerns about staff members will

be referred to the appropriate supervisor. The supervisor will initiate referral to the District's Employee Assistance Program by contacting the Director of Human Resources.

6. In case of a drug related medical emergency, such as an overdose or an allergic reaction, immediate notification to the community emergency care unit (911) is required. Staff members will assist the student in any way possible. Parents/guardians shall be contacted as quickly as feasible. A staff member shall be designated to accompany the student to the hospital or emergency medical facility if parents/guardians are unavailable to do so.

In general, drug emergencies will be handled like a serious accident or illness as per each building's Emergency Response Plan.

7. The District will include in the Student/Parent/Staff Handbooks' information regarding the District's intervention and referral procedures, including medical emergencies.

F. CONSEQUENCES

1. Students, while under school jurisdiction, on or off school property during the school day, or attending school sponsored activities, who possess, distribute, sell or use, or give evidence of having consumed alcoholic beverages, drugs or narcotics not taken at the direction of a physician or other substances intended to alter mood shall be subject to intervention, discipline, suspension, expulsion and/or other appropriate alternatives.
2. Staff, while under school jurisdiction and/or with student responsibility, on or off school property during the school day, or attending school sponsored activities, who possess, distribute, sell or use or give evidence of being under the influence of alcoholic beverages, drugs or narcotics not taken at the direction of a physician or other substances intended to alter mood, shall be subject to intervention, discipline and other appropriate alternatives.

3. Procedures [JFCI/JFCH – AR](#) will be implemented.
4. Each school or program will include in the annual Student/Parent/Staff Handbooks' information regarding the District's code of conduct explaining expected behaviors and related consequences for violations of the conduct code.

G. LAW ENFORCEMENT RELATIONS

1. It is the intent of the District to maintain a cooperative relationship with law enforcement agencies. Law officers' presence and participation in school programs are encouraged to promote a positive attitude by students toward police.
2. Whenever a student is suspected of involvement in a crime, the administration will notify the local law enforcement agency.
3. The administration will notify parents/guardians, as soon as possible, regarding any policy action at school. Exceptions to this would occur when such notification is contrary to established legal procedures or when immediate action is required to ensure student welfare.
4. The Superintendent or designee will consult with law enforcement to develop appropriate procedures for the exchange of information.

H. DRUG/ALCOHOL MONIES

1. The District will make an annual application for the Federal Drug Free School Act monies. When possible, application for other grants that are available for drug free school will be made.
2. The Title IV Coordinator and the Business Manager will ensure that, when possible, application for this grant and other relevant grant monies occurs.

I. STAFF DEVELOPMENT

1. Prevention training, during regular school hours, will be available for all staff through yearly presentations and consultation with the District Drug and Alcohol Committee, Student Services, Child Development Specialists (CDS), Secondary School Counselors, County and State Prevention Specialist, and other outside specialists as needed.
 - a. Staff training may take place during the Fall In-service schedule or at building staff meetings. Topics will include a review of the District's related policies and procedures and other relevant topics based on a review of available data.

2. The Title IV Coordinator and/or building principal will ensure that all staff are surveyed annually to determine the level of expertise and training needs of staff.
3. The Child Development Specialists will be available to assist classroom teachers with prevention education and to expand the affective components and refusal skills in kindergarten through fifth grade.
4. Principals at the Middle and High School will meet with teachers to review, adapt and expand curriculum based on current research. Outside consultants may be consulted to ensure curriculum contains the current and relevant information.
5. Specific presentations by Child Development Specialists, County Prevention Specialists and other relevant individuals or agencies will be arranged based upon annual surveys of each building.
6. Outside specialists will be contracted, subject to the availability of funds, by the District when District staff cannot provide training.
7. Early intervention training will be offered to all staff.
 - i. All staff will know:
 1. School District, community, and local resources for prevention and early intervention.
 2. Building Support Teams, District Specialists.
 3. District policy and location of forms and procedures to contact teams or specialists.
 4. The schedule of annual trainings offered which will include:
 - a. Current, relevant information
 - b. Topics resulting from staff
8. Building Support Teams, building administrators and all District counseling staff will receive additional training on refining the referral and intervention process at all grade levels.
9. Throughout the year, assemblies and activities will be offered to highlight new information for all students and to offer ways they and staff can assist those at risk for alcohol and other drug abuse as well as ways to create a healthier school environment.

J. PUBLIC INFORMATION

The students, staff, parents, and community members of the District will receive information on District resources, community resources, and other local support for prevention and early intervention through options that may include:

- Articles on the District’s website
- Letters and/or handbooks to all students/parents at the beginning of each school year listing the individuals, teams, District policy and procedures, and professional resources available to those in need of assistance.
- The District will publish a list of its trainings and presentations that are open to the public.
- Schedules of in-services, trainings, and club activities that relate to prevention will be included in newsletters sent out by each building.

APPENDIX A: HIGH SCHOOL INTERVENTION

AHS Drug and Alcohol Policy and Administrative Regulations

The possession, use, sale or supply of alcohol or any illegal drug or substance used illegally on or about school premises or at school sponsored activities on or off campus is prohibited. Students found to be distributing illegal substances will be recommended for immediate expulsion.

What Happens When A Violation Occurs

When an administrator or designee believes there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the concerns. The student will be interviewed about the alleged violation. A search may be conducted to determine if the student currently is in possession of illegal substances (could put refer to search policy here). If the administrator or designee has reasonable suspicion the student is under the influence of alcohol, a breathalyzer may be utilized. The administrator or designee will contact a parent or guardian and will request a parent or guardian come immediately to the school. The administrator or designee will explain the incident, review any collective of evidence, explain consequences and schedule a re-entry meeting. Students who are suspected of dealing or distributing illegal substances on school grounds or at school sponsored events, will be immediately recommended for expulsion

Re-Entry School Conference

The goal of the Re-Entry Meeting is to review any additional information that may have been uncovered during the investigation and to set the parameters for a safe and successful return to school.

Consequences for Violations

At the Re-Entry Meeting, a restorative contract will be presented covering treatment, intervention, education and other restorative elements as circumstances dictate.

All students who have violated the Drug and Alcohol Policy must be assessed by a certified Drug and Alcohol Counseling agency or provider paid by the parent. The student must complete the treatment plan provided as a result of the assessment.

For additional information, please review:

JFCH/JFCI Drug and Alcohol Policy

JFCH/JFCI-AR Drug and Alcohol Administrative Regulations

Ashland High School – Restorative Contract

The Dean of Students will develop a restorative contract designed to assist the student in successfully returning to school, while addressing the concerns raised by the violation. The restorative contract is for a minimum of sixty (60) calendar days.

The restorative contract is required for all violations of the AHS Drug and Alcohol Policy. The goal of the contract is to assist (student) in staying substance free and successful in school. Interventions will include:

- Monitor progress in the treatment program
- Monitor attendance and academic performance
- Optional - counseling sessions with a Counselor in the AHS Health Center
- Restorative elements appropriate to the circumstances of the violation (i.e. community service, apology letters, drug education, etc.)
- **Treatment:** A treatment program is required for all violations of the AHS D&A Policy. The student will be referred to an outside drug and alcohol treatment provider, such as Kolpia or On-Track, for an initial assessment, follow up UA's and individual or group counseling. The duration of the counseling will depend on the recommendation of the agency.

The Dean will meet regularly to monitor (students)'s progress and may refine the plan to further assist his/her/their success in school. Failure to follow through with the treatment program may result in a change of placement, suspension and or expulsion.

Additional resources available include:

- Referral to professional health practitioner (school or private)
- Referral for D&A assessment and treatment, including mandatory re-entry to treatment for students under contract if needed
- Referral to family counseling (school or private)
- Referral to substance abuse support group

Student

Date

Parent/Guardian

Date

Parent/Guardian

Date

APPENDIX B: MIDDLE SCHOOL INTERVENTION

Annual Review Process

The Ashland Middle School Administration and Child Development Specialist evaluate the Drug and Alcohol Intervention and Referral Process annually by reviewing discipline data and the impact of the interventions. When adjustments are made to the process or policy, staff are notified of the changes at staff meetings/trainings as necessary.

Intervention and Referral Process

Students shall be subject to discipline, suspension, or expulsion for misconduct that the school staff believes is inappropriate and therefore irresponsible, including but not limited to:

- Insubordination
- Inappropriate dress
- Obscene or profane language or gestures
- Hate speech
- Persistent failure to comply with rules or directions of school staff
- Disruption of school
- Harassment or intimidation
- Gambling in any form
- Truancy
- Damage or destruction of school or private property on school grounds or during a school activity
- Assault or threats of harm (fighting)
- Theft
- Use or possession of weapons or dangerous instruments (real or simulated)
- Real or feigned drug activity including but not limited to possession, use, distribution or sale of drugs, alcohol, or tobacco or related paraphernalia (i.e., pipes matches, lighters, etc.)
- Buying, selling, bartering, commerce
- Criminal acts

School District Drug, Alcohol and Weapons Policies

The school district has strict consequences for the pretended or real use, sale, distribution or possession of alcohol and drugs (including paraphernalia). Any student who brings to school or is under the influence of alcohol or drugs while at school will be referred to the police and the school's intervention team where an intervention plan will be determined. All students in violation of the school's Drug and Alcohol Policy may be assigned to work with an Education Assistant outside of the classroom for a minimum of four weeks. Any student who brings weapons (gun, knives or similarly dangerous weapon, real or simulated) to school will be referred to the police and may be recommended for expulsion according to the school district's policies and rules.

Serious Offenses

Serious offenses, such as the use of drugs, smoking, vandalism, fighting, bullying/harassment, theft, truancy, etc. will result in immediate action by the administration.

RISE Program

When there is a violation of the district's drug and alcohol policy, the student will be suspended for the remainder of the day. The next day, the student may be placed on out-of-school suspension for one to five days and then enter into the RISE Program for twenty school days. RISE stands for Restorative, Independent, and Supported Education.

During their time in the RISE Program, students complete their regular school assignments as well as RISE assignments to help them reflect on their actions, learn from the experience, and set goals for the future.

Goals:

- To help students make healthy life choices (eliminate use of substances, improve grades and attendance, increase participation in positive activities).
- To send a clear message to the student body that drug and alcohol use at school or district related activities has significant consequences.
- To allow students a time to reflect on and learn from their actions, with the hope that they will make different choices in the future.
- To support students in their classwork, so students are not penalized academically.

Expectations:

- Students should arrive to school at 9:00am. Please check your student into the office with Karin at that time. If your student has a cell phone, it must be checked in with Karin for the day when arriving to campus.
- Students will be released at 2:30pm (1:30pm on Wednesdays) in the main office. Please make arrangements to have your student picked up at that time. Once a student is picked up from RISE for the day, they may not return to campus until the next school day.
- Students should arrive to school prepared to spend the day working quietly in a supervised space on campus. If a student is not able to demonstrate appropriate behavior during their time in the RISE Program (appropriate behavior is: following adult instructions, staying in their assigned area, completing school work, using technology appropriately, etc.), you will be notified and the student may be sent home for the day. If a student is sent home from RISE for behavior challenges, the day will not count and the student will be assigned an additional day of RISE. Students must be present the full day (9:00-2:30; 9:00-1:30 on Wednesdays) to fulfill the RISE requirement.
- If students are ill or unable to attend school, or if you are planning to pick them up early during one of their assigned RISE days, please notify the school ahead of time as soon as possible. If a student misses a full or partial day for an absence or early pickup, the student will be expected to serve the remaining RISE time upon their return.

RISE Program Restorative Justice Components:

At Ashland Middle School, we see the RISE Program as an opportunity for students to reflect on their choices, learn about restorative practices, rebuild relationships that may have been harmed, and reconnect as a member of their community, while continuing their studies in a supported environment. Our hope is for students to exit the RISE Program with a better understanding of how their choices and actions impact the community around them, having learned how to repair

harm when harm is caused, and feeling prepared to resume their usual schedule as a positive contributor to their school community.

When students enter the RISE Program, they are given a spiral-bound workbook containing information about the principles of Restorative Justice (RJ), reflective activities to reinforce their learning around Restorative Justice, and journal prompts to further their thinking and reflection around their choices and the impact that their choices have on others in their community. Students will be expected to complete this packet while they are in the RISE Program. As with all schoolwork, we expect this packet to be done to the best of the student's ability with thoughtful, reflective responses.

In addition to completing this packet, students will culminate their learning and time spent in the RISE Program through a Restorative Project. Using the packet that students complete throughout the RISE Program, they will select a person or community who was harmed by their choices. Based on the harm/impact that was caused to this person or community, students will create a plan to repair this relationship through an act of service or reparation. Students are encouraged to be thoughtful and creative in their Restorative Project. The goal of the Restorative Project is to repair the damage that was caused by their choices; that process will look different for everyone.

Project requirements:

- This is a project that you are expected to complete (or start, depending on the project you select) before you may re-enter your normal school schedule.
- This project must be related to a person or community that was harmed by your choices to violate the school's drug and alcohol policy.
- This project cannot be a chore or expectation that you already do.
- You must have your project approved by admin before you start.
- You must have your project approved by your parents before you start.
- Parents are strongly encouraged to work with their student in the planning and completion of their project.
- The idea of this project is to provide a positive change or contribution to a person or community that was harmed. Work that you are paid to do does not count.

Here is a brief list of example projects you can do:

- Creating an informational handout or power point to teach others about the harmful effects of drugs and alcohol
- Creating an anti-drug/alcohol art piece (painting, drawing, video) that can be shared with others
- Volunteering at a local non-profit organization
- Volunteering at AMS
- Leading a family discussion related to your experience in the RISE Program
- Organizing a medication take-back through local law enforcement
- Be creative and thoughtful, there are many different ways to repair harm and create a positive impact

Drug and Alcohol Education Components

When a new Health teacher is hired at Ashland Middle School we pair that teacher with an existing Health teacher as their teacher mentor. AMS Health teachers work closely with SART and Planned Parenthood which helps them receive annual training on the topic of sexual health but we would like to better support our teachers with up-to-date training on what drugs are available to students and how they are using them. When possible our teachers attend trainings like the Spring 2018 Tall Cop presentation at AHS.

Staff Training comes when there is a concern about increased use or popularity of a particular substance. This occurs at staff meetings or in informational emails with scripts that teachers can use to address students.

Currently we provide parent education at the four AMS Parent Nights offered annually. Next year we would like to include a parent night focused on the risks for adolescence of vaping and e-cigarettes.

Six times a year the administrative team visits the sixth grade Health classes to speak about the Drug and Alcohol policy and the consequences for when a student is in possession of or distributing drugs or alcohol at school, so that students can make informed decisions about their actions moving forward. We have found that if a sixth grade student receives this information from the administration they are very unlikely to get caught with drugs or alcohol throughout their time at AMS.

Communication of Timeline

AMS Health teachers communicate the timeline of the Sexual Health and Drug/Alcohol Units for the trimester in their syllabus and on their SharePoint Sites. Parents are encouraged to reach out to the teachers if they have any questions about the units/topics.

APPENDIX C: STANDARDS FRAMEWORK

6 th Grade Drug and Alcohol Curriculum			
Code	Performance Indicator	Curriculum	Teacher Resources
HE 1.6.30	Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize on the Stimulant Notes = Alcohol use can stop frontal lobe from making clear decisions, which can lead to decision making that can be harmful to self or others.
HE 1.6.5	Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize on the Depressants notes as it slows down reaction time in the brain causing car accidents, hitting trees, etc.
HE 1.6.13	Describe the benefits of and barriers to practicing healthy behaviors	Reasons for Use slide in Active Inspire	Use popcorn method, have each student suggest a reason why people “Use Drugs and Alcohol”. Emphasize D/A can cause escape from reality which can inhibit good decision making.
HE 1.6.14	Identify the factors that contribute to chronic diseases	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize fatty liver and cirrhosis with alcohol use Emphasize cyclic vomiting, anxiety/paranoia caused by today’s marijuana products
HE 1.6.26	Identify the characteristics of healthy and unhealthy relationships	Self-esteem lesson/ Slide in Active Inspire	Self-Esteem has 4 components: sense of safety, belonging, identity, and competence. Increasing each

6 th Grade Drug and Alcohol Curriculum			
Code	Performance Indicator	Curriculum	Teacher Resources
			component can increase our level deepen or hurt relationships.
HE 1.6.32	Discuss how to build and maintain healthy family, peer, and dating relationships	Positive Assets assignment	Have students and parents use the 40 Developmental Assets worksheet and Touching Home worksheet.
HE 1.6.45	Describe the impact of alcohol, tobacco and other drugs on unintentional injury.	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize on the Depressants notes as it slows down reaction time in the brain causing car accidents, hitting trees, etc.
HE 1.6.46	Describe the short-and long-term effects of addictive substances and behaviors.	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize how THC affects brain function including filing, memory, retaining information, especially on the adolescent brain.
HE 1.6.51	Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health	Legal consequences slide in Active Inspire or have a guest Police Officer in to speak.	
HE 2.6.2	Identify how the school and community can affect personal health practices and behaviors.	Educational consequences slide in Active Inspire or have the principals present to class.	
HE 2.6.4	Describe how peers influence healthy and unhealthy behaviors.	Reasons for use slide in Active Inspire	
HE 2.6.6	Identify the influences that encourage young people to abstain	Positive Assets/ 40 Developmental Assets Lesson	

6 th Grade Drug and Alcohol Curriculum			
Code	Performance Indicator	Curriculum	Teacher Resources
	and not abstain from alcohol, tobacco and other drug use.	and assignment	
HE 2.6.12	Recognize influences that may affect self-esteem (e.g., peers, media, and adults.)	Self-Esteem Slide in Active Inspire Positive Assets/ 40 Developmental Assets Lesson and assignment	Emphasize on the Self-Esteem discussion using the Self-Esteem slide in Active Inspire.
HE 2.6.14	Explain the influence of personal values and beliefs on individual health practices and behaviors.	Positive Assets/ 40 Developmental Assets Lesson and assignment	Parent/Guardians help complete with the Touching home assignment
HE 2.6.15	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	Drug Categories Lesson Day 1 and 2 : Drug categories info sheets, graphic organizer, and notes on Depressants, Stimulants, Inhalants, Hallucinogens, Narcotics, and Marijuana)	Emphasize in alcohol use in binge drinking settings
HE 2.6.17	Recognize factors that influence a healthy, active lifestyle	Positive Assets/ 40 Developmental Assets Lesson and assignment	Parents and guardians help complete the Touching Home assignment
HE 2.6.18	Examine how school and public health policies can influence health promotion and disease prevention.	Educational Consequences lesson about the AMS Drug Policy	Ask principals to come in and present the policy to students
HE 4.6.1	Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships	Refusal skills/Assertive communication Lesson/slide in Active Inspire	Students take notes of the slide Students role-play a few situations using the four step refusal skills and activating assertive communication skills
HE 4.6.3	Explain refusal and negotiation skills that avoid or reduce health risks.	Refusal skills/Assertive communication Lesson/slide in Active Inspire	

6 th Grade Drug and Alcohol Curriculum			
Code	Performance Indicator	Curriculum	Teacher Resources
HE 4.6.8	List a variety of clear communication skills to report and/or access help in dangerous situations	Refusal skills/Assertive communication Lesson/slide in Active Inspire also the SART presentation helps with accessing help.	Refer to the helpline number on the board
HE 5.6.2	Identify protective factors and barriers that can impact healthy decision making	Positive Assets/ 40 Developmental Assets Lesson and assignment	Parents/Guardians will help identify barriers and factors by completing the Touching Home assignment.
HE 8.6.9	Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.	Educational Consequences lesson about the AMS Drug Policy	Ask principals to present to students

7 th /8 th Grade Year One and Two Drug and Alcohol Curriculum				
Code	Year	Performance Indicator	Curriculum	Teacher Resources
HE.1.7.5	Year 1 Year 2	Explain ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.	NIDA for Teens Activity Fact Based Discussion	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.1.8.5	Year 1	Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents,	NIDA for Teens Activity Fact Based Discussion	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/

7th/8th Grade Year One and Two Drug and Alcohol Curriculum				
Code	Year	Performance Indicator	Curriculum	Teacher Resources
		sports/recreational injuries, and substance overdose.		
HE.1.7.48 HE.1.8.51	Year 2	Describe the impact of alcohol, tobacco and other drugs on unintentional injury.	NIDA for Teens Activity Fact Based Discussion	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.1.7.49	Year 1 Year 2	Compare and contrast the short-and long-term effects of addictive substances and behaviors.	PowerPoint Fact Based Discussion/Student Research Natural High Project	National Institute on Drug Abuse https://www.drugabuse.gov/
HE.1.7.50 HE.1.8.53	Year 1	Explain the stages of addiction and its' effects on the adolescent brain. Differentiate the stages of addiction and its' effects on the adolescent brain.	Addiction and the Brain video Fact Based Discussion	https://media.dymaxion.ca/htbin/wwform/187?T=DB0334
HE.1.8.52	Year 1 Year 2	Analyze the short-and long-term effects of addictive substances and behaviors	PowerPoint Fact Based Discussion Natural High Project	National Institute on Drug Abuse https://www.drugabuse.gov/
HE.1.7.52 HE.1.8.55	Year 1 Year 2	Describe the perceptions and societal norms teens have regarding addictive drugs.	Fact Based Discussion/Activity	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.1.7.53 HE.1.8.56	Year 1	Explain the dangers and legal issues related to the use of steroids,	NIDA for Teens Activity Fact Based Discussion	Get Smart About Drugs https://www.getsmartaboutdrugs.gov/

7th/8th Grade Year One and Two Drug and Alcohol Curriculum				
Code	Year	Performance Indicator	Curriculum	Teacher Resources
		performance enhancing drugs and controlled substances.		National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.1.7.54	Year 2	Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one’s overall health.	Fact Based Discussion/Activity	Get Smart About Drugs https://www.getsmartaboutdrugs.gov/ National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.1.8.57	Year 2	Evaluate the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one’s overall health.	Fact Based Discussion/Activity	Get Smart About Drugs https://www.getsmartaboutdrugs.gov/ National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.2.7.6 HE.2.8.6	Year 1	Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. Asses the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.	Risk Factors and Protective Factors Activity Natural High Project	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/

7th/8th Grade Year One and Two Drug and Alcohol Curriculum				
Code	Year	Performance Indicator	Curriculum	Teacher Resources
HE.5.8.5	Year 1	Apply a decision making process to avoid or refuse addictive or harmful substances and/or behaviors	Decision Making Steps – activity Natural High Project	National Institute on Drug Abuse for Teens https://teens.drugabuse.gov/
HE.5.8.7	Year 2	Apply the decision making process to use safety practices in and around motor vehicles.	Fact Based Discussion (Alcohol)	National Institute on Alcohol Abuse and Alcoholism https://www.niaaa.nih.gov/

High School - Health 1			
Code	Performance Indicator	Curriculum	Teacher Resources
HE.1.12.43	Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors, including how the development of the teen brain affects the decision-making process.	Alcohol Fact-based discussion Worksheet	https://www.medicalamnesty.org/ https://docs.wixstatic.com/ugd/a0b749_65d8e94fb1034d19b11f1499d3d117a8.pdf Haze Video: https://gordie.studenthealth.virginia.edu/haze-the-movie Center for Disease Control: https://www.cdc.gov/
HE.1.12.44	Explain key	Drug Facts	*Curriculum continually being updated and evolving

High School - Health 1			
Code	Performance Indicator	Curriculum	Teacher Resources
	concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).	Research Project Fact based discussion	National Institute on Drug Abuse https://www.drugabuse.gov
HE2.12.1	Analyze how culture influences health beliefs, behaviors, and outcomes.	Marijuana and the Teen Brain Fact based discussion Current articles	NIDA Teens https://teens.drugabuse.gov/
HE.2.12.2	Analyze how the school and community influence health beliefs, behaviors, and outcomes.	Vaping Current Research	Healthy Teens Survey
HE.2.13.2	Analyze and critique how media influences health beliefs, behaviors, and outcomes.	Steroids BAdvertisements	NIDA Teens https://teens.drugabuse.gov/ https://www.drugabuse.gov
	Analyze how	Vaping	Curriculum continually being updated

High School - Health 1			
Code	Performance Indicator	Curriculum	Teacher Resources
HE.2.12.4	peers influence health beliefs, behaviors, and outcomes.	PowerPoint/Worksheets Current videos and articles	Current research
HE.2.12.12	Analyze how personal values and beliefs influence individual health practices and behaviors.	Marijuana Role Playing Questions	Student Handbook Oregon Liquor Control Commission https://www.oregon.gov/olcc/Pages/index.aspx
HE.2.12.14	Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.	Opioids Jigsaw Current Articles	Center for Disease Control https://www.cdc.gov/
HE.4.12.3	Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	Club Drugs	Librarian https://www.drugabuse.gov

High School - Health 1			
Code	Performance Indicator	Curriculum	Teacher Resources
HE.5.12.6	Apply the decision-making process to make safe choices while driving or riding in motor vehicles	Prescription Drugs Fact Based Research Project Classroom PSA	NIDA https://teens.drugabuse.gov/ Above the Influence http://abovetheinfluence.com OLCC https://www.oregon.gov/olcc/Pages/index.aspx https://www.dmv.org/
HE.7.12.6	Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.	Alcohol Haze video	OLCC https://www.oregon.gov/olcc/Pages/index.aspx

