Session 2J: Alternatives to Exclusion for Substance Use/Possession

PRESENTERS:

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- **Topic**: Opioid Crisis and Substance Misuse
- **Keywords**: Interconnected Systems Framework (ISF), Systems Alignment, Discipline, Alternatives to Suspension
Learning Objectives

1. Understand substance misuse in the context of child development
2. Examine the research documenting harm of school suspension
3. Explore examples of alternatives to suspension designed to decrease risk and increase resilience
About the Presenters

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Defining Substance Misuse

- Use of a substance for a purpose that is not consistent with legal or medical guidelines*

*Includes use of prescription drugs:
  - without a prescription,
  - for a reason other than the condition for which they were prescribed, or
  - using at a higher quantity, more frequently, or for longer duration than prescribed.
Impact of the Opioid Crisis on Schools

Students require substance misuse supports

For students who report high risk opioid use:

- Many report their initial exposure to non-medical prescription opioid use early in the middle school years (ages 10-12)
- Demonstrate greatest risk for heroin use late in high school
- Peer use can influence individual risks
Impact of the Opioid Crisis on Schools

Students need help coping with traumatic home experiences

Children of family members who use opioids and other substances are at higher risk for a range of problematic outcomes:
- Higher risk for developing opioid use disorder themselves
- Higher likelihood of encountering traumatic experiences
- Exposure to the child welfare system
Impact of the Opioid Crisis on Schools

Families need help coping as well

These problems can be wide-ranging, but they include situations like sudden loss of a family unique family structures:

- Shifting roles within the family can cause additional distress in addition to the loss
- New guardians, such as grandparents, may be renewed novices in parenting children of a different generation than their own
Adolescence: Risk taking is unusual (Duell & Steinberg, 2019)
Early onset linked to dependence (Jordan & Andersen, 2017)
Early intervention is important (Gray & Squeglia, 2018)
Substance use disorders are rarely comorbid with mental health problems (Chan et al., 2006)
How do Staff Respond?
Common Practices in Handling Student Substance Possession

Most common responses:
- Out of School Suspension
- In-School Suspension

(Austin, Anderson et al., 2023)
Changing... but depends on substance type

(Austin, Anderson et al., 2023)
Differences by Race/Ethnicity

(Austin, Anderson et al., 2023)
Effects of Exclusion

Short term
- Less supervision
- Less support (e.g., counseling, instruction)
- Lost instructional time, damaged relationships, disconnection from school

Long term
- Drop out
- Lower academic performance
- Increased likelihood of substance use
- Justice system involvement
  - (American Academy of Pediatrics Council on School Health, 2013; Fabelo et al., 2011; Fletcher et al., 2008; Noltemeyer et al., 2015)
Flipping the Script: PBIS and Substance Use

Implementation of Tier 1 PBIS
- Lower perceived use as reported by teachers
  - (Bastable et al., 2015)

Implementation of Tier 1 rewards and teaching expectations
- (Molloy et al., 2013)

Tier 2 implementation associated with lower self-reported use & ODRs
- (Austin, Hammond et al., 2023; Austin, Seeley et al. 2023)
Responding with Systems

- Pervasive, persistent issues require coordination
- Flexibility and pivoting of school teams
- Multi-tiered support
Interconnected Systems Framework (ISF)
- A single system of delivery of mental health support
- Integrated services for behavioral health into schools

School-Based Mental Health

Resource: https://www.pbis.org/topics/mental-healthsocial-emotional-well-being
Recommendations

Points of Engagement:
- Students
- Families
- Staff

Foundation
- Alignment of Policies
- Time, funding, discipline
- Preventive Framework
- Team
- Systems
- Data
- Practices
Recommendations

- Employ Substance Misuse Expertise
- Social Emotional Learning
- Alternatives to Exclusion
- Family Engagement
- Emergency Protocol
In practice...
## Context in Portland

**Portland:**
- Hispanic/Latino: 10.3%
- Black: 5.6%
- Asian: 8.5%
- Pacific Islander: 0.5%
- White: 73.8%
- Native American/Alaska Native: 0.9%

**The District**
- 45,000 Students
- Hispanic/Latino: 17.3%
- Black: 8.3%
- Asian: 5.8%
- Pacific Islander: 0.8%
- White: 55.2%
- Native American/Alaska Native: 0.5%
Context in Portland

45 Elementary Schools
11 K-8 Schools
14 Middle Schools
10 High Schools
1 K-12

*PPS students also attend the Head Start Early Childhood Education program, 6 community-based programs, 5 charter schools, 3 alternative programs, and 7 special services programs
Culture Around Substances in Oregon

- First state to legalize medical marijuana in 1998.
- Recreational marijuana became legal in 2014.
- Measure 110 passed in 2020 - decriminalized all drugs. Includes heroin, methamphetamine, PCP, LSD, and oxycodone.
- Culture of substance use acceptance coupled with the minimization of risks.
History of Substance Use Supports in Portland Public Schools

- About 20 years ago there were a few substance use counselors in some high schools.
- I started in my role 6 years ago (2018-2019).
- My role was to think about and expand substance use supports at every level
  - Services for students and families
  - Resources for schools
  - Improved systems in the district
- Student Investment Act passed by the Oregon State Legislature in May 2019 with goals to:
  a) meet students mental or behavioral health needs and
  b) improve academic outcomes.
  - This allowed PPS to hire three full-time Certified Alcohol and Drug Counselors (CADCs) and expanded contracts with community-based organizations.
Services for Students and Families

- Assessment and referral
- Family case management and support to higher levels of care
- Encourage staff to use SIT meetings
- Insight class
- Low barrier access to CADC’s in high schools
- District-wide Health Education is Skills Based
- Family Information Nights
- Discipline Policy Based on Connecting students with resources, education and supports
Power of Tier I

✔ Tell students and families about your district’s policy and expectations.

✔ Tell students and families about resources in your school, district and community.

✔ If you have a CADC who supports your school building invite them to a staff meeting for 10 minutes.

✔ Make time at one of the first staff meetings of the year to prioritize a focus on substance use.

✔ Talk through how your school will respond to substance use violations. Which admin will take the lead? All? Specific person?

✔ Decide with student support team (SIT) how you will talk about substance on a regular basis.

✔ Plan to communicate regularly with families.
Importance of partnerships and resources

Healthy Choices Bulletin

HEALTHY CHOICES BULLETIN
SEPTEMBER 2022

The Healthy Choices Bulletin is a monthly summary of substance use prevention resources for school staff to use and share with students and families. We encourage school teams to include them in their school newsletters and communications with families. If you have thoughts, questions or feedback please feel free to reach out to Mary Kooge.

¡EMPoderando Familias!

Empoderando Familias (Empowering Families) is a FREE event that will focus on information about substance use prevention and education and will include a resource fair and free food. It is a collaboration between Multnomah and Clackamas Counties.

There is an increasing need for Latinx families to receive youth substance use prevention education and resources delivered in Spanish by professionals that understand the connection.

Community Partnerships
Improved Systems in the Schools

Went from Drug and Alcohol Policy → Healthy Substance Free Learning Environments

- October 2019 - Policy adopted
- September 2021 - Administrative Directive adopted

- Primary focus is to connect students with education, interventions, and supports.
- Minimize out of school discipline.
- Administrators must have member of substance use support team present for repeat discipline violations.
- Shortened the amount of time that students are suspended from games, performances and other school activities from 28 days to 14 days.
- Students are exempt from discipline when they self-disclose substance use or activity.

Link to Policy and Administrative Directive
Intervention is the discipline

**Level A**

1 or 2

Six hours of psycho-ed or 1:1 counseling

**Level B**

2 or 3

Three weeks of a half day program or 60 hours of counseling

**Level C (+)**

3 plus

Individualized intensive plans
On-going challenges

- Lack of youth treatment resources in Oregon.
- Dangers of fentanyl.
- Helping staff to remember the power of prevention and Tier 1.
- Fidelity to model of implementation.
Successes

- Services in all of our high schools.
- District-wide adoption of support based discipline.
- Robust partnerships.
- Established pathways for sharing resources, information and training.
Chanhassen High School

1, 370 Students (9-12 Building)

9.6% Hispanic/Latino
0.8% American Indian
3.6% Asian
2.5% Black/African American
0% Native Hawaiian or Pacific Islander
0% Other Indigenous Peoples
79.1% White
4.5% Two or More Races
15.8% Free/Reduced
11.5% Special Education
2.8% English Learner
0.3% Homeless

PBIS Exemplar School Since 2016!
How we ‘Chan’....

- Assume Positive Intentions
- Trust First
- Pull Students Closer When They Need More
- Seek to Understand
Current Student Case Study

- **Student Age:** 18
- **Student Gender:** Identifies as Male
- **Guardian:** State of MN. Hennepin County
- **Living Arrangement:** Currently with his grandmother, new situation
- **IEP Services:** Level 3 in Center Based Program
- **Chemical Use:** Marijuana, Daily
- **Transportation:** 2 hours van ride to and from school each day
  - He shows up almost every day!!!

And there is so much more to who he is and how we choose to lean in......
Chemical Health Programming

- **Personal Wellness Courses**
  - PW 1 - Decision Making
  - PW 2 - Current and New Trends
    - Ex. New Marijuana Laws, **Borgs**

- **Chemical Health Counselor**

- **Counselors by Alpha**
  - Stay with students all 4 years

- **Administrative Deans by Grade**
  - Stay with students all 4 years

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**MEET EMILY HONGSLO OUR CHEMICAL HEALTH COUNSELOR!**

Hi! I am so excited to be part of the district! I am here to support and encourage you while providing resources for substance use. I’m located at E115. Can’t wait to meet you!

Have questions? Want to meet? Want to say hi? Scan this QR Code and fill out the form :)

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**Image:** A smiling person with the text "Hi! I am so excited to be part of the district! I am here to support and encourage you while providing resources for substance use. I’m located at E115. Can’t wait to meet you!"
Alternatives to Suspension

- Team Meetings/Wrap Around Meetings
- Repair and Restore Work
- Response is Focused on Learning
  - Chain Analysis of Problem Behavior
  - Change Plan Worksheet
<table>
<thead>
<tr>
<th>Substance</th>
<th>Definition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alcohol - Possession/Use</strong></td>
<td>Use or possession of alcohol before or during school or school activity.</td>
<td>Consider using SRO as a resource</td>
</tr>
<tr>
<td></td>
<td>Small quantity or first-time issue, visibly under influence</td>
<td></td>
</tr>
<tr>
<td><strong>Alcohol - Solicitation/Sale</strong></td>
<td>Large quantity, requires medical attention, or repetitive</td>
<td>Involve Chem Health Counselor and SRO for consult</td>
</tr>
<tr>
<td></td>
<td>Providing or selling alcohol to others before or during school or school activity.</td>
<td>Consider dismissal, ISS or OSS</td>
</tr>
<tr>
<td>Substance</td>
<td>Definition</td>
<td>Action</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------</td>
</tr>
<tr>
<td>Amphetamines, Crack/Cocaine, Ecstasy/MDMA, Inhalants, LSD/Psychedelics, Methamphetamines, Opiates, or Other.</td>
<td>Small quantity or first-time issue with:</td>
<td>Consider using SRO as a resource</td>
</tr>
<tr>
<td>Visibly impaired, large quantity, requires medical attention, or repetitive</td>
<td>Involve Chem Health Counselor and SRO for consult</td>
<td>Consider dismissal, ISS or OSS</td>
</tr>
</tbody>
</table>
# Current Chemical-Related Behavior Count

<table>
<thead>
<tr>
<th>Event Type</th>
<th># of Events</th>
<th># of Students</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
<td>8</td>
<td>8</td>
<td>All Vaping, No ISS/OSS</td>
</tr>
<tr>
<td>Marijuana and Related Products or Devices - Possession/Use</td>
<td>4</td>
<td>2</td>
<td>Safety Concern for Both, Dismissal and ISS once for each student</td>
</tr>
</tbody>
</table>
Questions
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 2J - Alternatives to Exclusion for Substance Use/Possession

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National PBIS Leadership Forum
Thank you for your time today!

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