

	<p style="text-align: center;">ADMINISTRATIVE DIRECTIVE Healthy, Substance Free Learning Environments</p>	<p style="text-align: center;">4.30.022 - AD</p>
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I. Introduction

The Portland Public Schools Board of Education and the staff of the district support safe, healthy, and substance-free learning environments for students which are free of the detrimental effects of substances (drugs, alcohol, tobacco, and other substances).
 According to the District, the goal is to intervene, educate, and support students and their parents/guardians at the earliest signs of a substance use problem. The District believes that activities that promote student engagement in education are a protective factor and should be included in prevention strategies.

The District's goal is to intervene, educate, and support students and their parents/guardians at the earliest signs of a substance use problem. The District also guides the collection of tobacco products.

Each school must provide substance use prevention education in compliance with the Oregon Department of Education Chapter 581, Division 22.

Statement

Substance use impairs learning and can negatively impact life outcomes; the use, possession, or sale of alcohol, drugs, and tobacco are not allowed on any district property or at any school activity by students, staff, or vendors.

Portland Public Schools acknowledges that communities of Color, specifically Indigenous students, have been unduly penalized and harmed by exclusionary discipline practices and the criminal justice system, and have also been disproportionately underserved by substance use treatment programs. To this end, we will implement culturally responsive processes and supports that focus on intervention and support, not discipline, particularly exclusionary disciplinary processes.

The district will ensure that administrators and other school staff understand implicit bias and how it may play when determining responsibility, consequences, and support. The district will provide professional development and support on identifying implicit biases and increasing awareness and skills with addressing substance use issues, as well as

processes. The foundation of equitable discipline practices is building relationships where students feel seen, valued, and heard.

As most treatment programs for individuals with substance use concerns have been designed for and validated with homogenous, predominantly white populations, our vision is to have a system of restorative support that includes culturally specific providers when possible. We will strive to meet the needs of all students and school communities facing substance use and mental health challenges. The District's goal is to enable all PPS students to access services and resources that support healing while also advancing their education with the goal of developing citizens who are thriving and succeeding.

Self-disclosure and relapse are considered parts of the treatment and recovery process. To provide the optimum level of support to all of our students, there are several important exemptions to the disciplinary process for substance use.

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 Board Policy and Administrative Directive. These services include substance use interventions and supports provided by district staff in collaboration with school staff, community partners, informational and therapeutic groups for students and families, and consultation and support to staff when addressing substance use issues.

III. Definitions

Alternative Plan: This is a collaborative agreement between a student, their family, and the school support team which is designed to assess and respond to

associations and feelings, even when these are contrary to one's conscious or declared beliefs. For example, the tendency to believe that a student is more likely to be under the influence of a substance because of their race.

Distribution : The action of advertising, offering to sell, selling, furnishing, bartering, or exchanging of substance(s), or facilitating the exchange of substances to receive monetary gain, social gain, goods, and/or products, etc.

Include s students found in possession of a sizable quantity of a substance(s) or paraphernalia that would be considered too large for personal u-0.001 Tw31 (s)-3.8 ()0.5Tc -0.0017D2 (de)-4.8

unlighted cigarette, cigar, pipe, inhalant delivery system/e-cigarette/vaping device or any smoking product or other tobacco products such as smokeless tobacco, dip, chew or snuff, or any nicotine delivery system in any form.

Paraphernalia: Any equipment, product, or accessory that is intended or modified for making, using, or concealing a substance. Examples of paraphernalia include, but are not limited to: pipes, needles, juuls and other Inhalant Delivery Systems, miniature spoons, roach clips, chillums, and cigarette papers, among others.

Selling: This is the act of sharing a substance among a number of recipients in exchange for something of value. (Note: administrators should contact a district discipline coordinator before contacting law enforcement.)

Substance : This includes all mood-altering materials or facsimiles thereof, including alcohol or medications that have not been prescribed for the student or are being used in a manner inconsistent with a prescription.

Substance -impaired learning: The degradation of student learning, participation, or behavior which is caused by the presence of drugs or alcohol or their residuals in the body.

Substance -related activity: Actions that include but are not limited to the use, distribution, sale, or possession of substances, including drugs, alcohol, or drug paraphernalia; substance-impaired learning, substance-influenced behavior; and any act assisting such activity. (Note: administrators should contact a district discipline coordinator before contacting law enforcement.)

Transfer: sharing a substance with another student in a social setting or context, generally unplanned; examples include sharing a vape pen in the bathroom, giving alcohol to another student at a game or event, etc.

Thorough Investigation: A fair, prompt, impartial, and thorough exploration of

use and/or requests assistance for substance abuse during the course of an investigation into substance use/possession.

2. Students who are victims of assault are exempt from the disciplinary process in the case of a Title IX/sexual assault situation where substance abuse is disclosed while investigating the potential assault. Staff, in conjunction with Student Success and Health, will work with the student and

Limiting Bias:

Before any search, administrators shall ask the following in determining whether

students.

3. The student is discovered to possess a prohibited substance or related paraphernalia, regardless of whether or not they are currently under the influence.

In the case of the sale and transfer of substances, School Administrators shall consult with a Student Conduct Coordinator and their District Staff responsible for supervising the school before the involvement of law enforcement.

Substance Use Violation Level		Disciplinary Action and Staff Responsible for Conducting Meeting/Hearing		Possible Interventions
LEVEL A	First Use	" Rest of Day Suspension " Level A meeting	Admin	" Insight " Alt Plan
	First Possession	" Rest of Day Suspension " Level A Meeting	Admin	" Insight " Alt Plan
	First Transfer	" Rest of Day Suspension " Level A Meeting	Admin	" Insight " Alt Plan
	Second Use or Possession	" Rest of the Day and up to one additional " Second Level A Meeting	Admin	

		under 10 days(must consult with SS&H and Student Conduct) " Discipline Hearing		
	Third Transfer	" The length of suspension is up to the school team must be under 10 days(must consult with SS&H and Student Conduct) " Discipline Hearing	Hearing Officer	Expulsion
	5th Use or Possession	" The length of suspension up to the school team must be under 10 days (must consult with SS&H and MTSS) " Discipline Hearing		

day.

2. The plan will include a timeline for review to determine the student's success on the plan and whether the support can be withdrawn or whether any changes need to be made.

3. The team should also consider including key people at the school who will be responsible for checking in with the student and monitoring the plan.

4. The student is excluded from attending all school - sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 14 consecutive calendar days starting the day of the hearing.

The student is excluded from performing, competing and/or representing the school in school - sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 14 consecutive calendar days, starting on the day of the violation. With the intention of bolstering healthy habits, students are encouraged to attend regular practices and rehearsals.

If an event or activity is academic in nature and required for a student to obtain a grade, and a suitable alternative is not available, the administrator may permit the student to participate.

An athlete, performer, and/or participant on a team, club, and school organization may have additional requirements for attendance and practice. They are expected to attend practice/rehearsal and may attend the event with their team/group/club but may not dress down, compete, or serve as a school representative for the duration of the 14 - day period.

5. A student who does not make satisfactory progress toward completing Level

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5. The student is excluded from performing, competing and/or representing the school in school - sponsored competitions, games, performances, dances, and other similar activities which are either after school or off campus for a period of 28 consecutive calendar days starting on the day of the hearing.
 - a. If an event or activity is academic in nature and required for a student to obtain a grade, and a suitable alternative is not available, the administrator may permit the student to participate.
 - b. An athlete, performer, and/or participant on a team, club, and school organization may have additional requirements for attendance and practice. They are expected to attend practice/rehearsal and may attend events with their team/group/club, but may not dress down, compete, or serve as a representative of the school for the duration of the 28- day period
 - c. Commencement Disqualification: Seniors will be disqualified from participation in commencement exercises and related activities if within 60 consecutive calendar days of the last senior school day they are found to be in violation of a disciplinary action resulting in three or more days of suspension or more serious disciplinary action.

Level C Violations : For students with disabilities, manifestation determinations may be necessary in accordance with the Discipline of Students with Disabilities AD (4.30.025- AD).

1. For students with an IEP, a manifestation determination must be conducted.
2. For students with a 504 Plan, there is no manifestation determination necessary for possession or use . However , it is required in instances of distribution.
3. District staff will make every effort to have a Substance Use Supports staff member present at the level C hearing.

The student, family, referring administrator , and hearings officer will review the alternative plan. In this meeting, final adjustments will be made to the plan, the

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History: Adpt. 6/71; Amd. 8/73; Amd. 3/80; Amd. 8/83; Amd. 10/90; Amd. 3/91;