School Substance Use Policy Development Guide

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Introduction

Students who do not engage in risky health behaviors, like alcohol and drug use, are more likely to have higher grades. MIYHS academic performance report

An effective substance use policy is essential to create a healthy, safe school environment for students, staff, and communities. It is recommended that schools review and revise their policies at least once every two years. This guide is based on current research and best practice strategies to prevent and address substance use among young people. It is a tool to help schools partner with students, staff, families, and community members to develop a substance use policy that meets local needs.

This guide is for policies related to alcohol and other drug use. For assistance with school tobacco-free policies, refer to *Tobacco-Free School TOOLKIT,* (Appendix A) or visit https://breatheeasymaine.org/policy-implementation/education for more information.

This guide was revised by the Maine Center for Disease Control and Prevention in collaboration with the Maine Department of Education, and other State and local partners.

School Substance Use Policy Checklist

The checklist below identifies elements of a comprehensive substance use policy that are considered evidence-based or best practice. This tool will help school substance use policy committees determine which aspects of the school's policy may be missing or need to be modified. Consider each component when reviewing your current school substance use policy and how effective the policy is at addressing the elements listed below.

1. PHILOSOPHY STATEMENT/DEFINITIONS	
Our school has a substance use policy that:	
• States a philosophy about substance use	
• States a rationale and the goals it aims to accomplish	
• Defines the population to which it applies	
• Has clearly written text that is easily understood by diverse audiences	
• Has clearly defined terms	
2. COMMUNITY INVOLVEMENT	
The policy was developed with the support and involvement of the following stakeholders:	
• School administrators	
• School board and/or school policy committee	
• Teachers and staff	
• Students	
• Parents, guardians, and families	
• Community members	
• Law enforcement	
• Prevention, intervention, and treatment professionals	
3. COMMUNICATION	
There are the following provisions for communication of the policy:	
• A clear strategy for dissemination of the policy	
• A process to address community questions and concerns while promoting the value of the policy	
4. PREVENTION/EDUCATION	
There are prevention components in the policy:	
• Health Education curriculum including evidence-based substance use prevention curriculum programs	
• A plan to create, promote and maintain a healthy, positive school climate:	
○ Mission and vision statements for the school that address health, safety and a positive school climate	
○ Acceptable behaviors for students and adults are clearly stated	
○ A process for students and adults that routinely evaluates health, safety and school climate	

5. PROHIBITIONS	
The policy prohibits substances and behaviors according to standards that are agreed upon by our community, and is:	
• Consistent with state and local laws	
• Reflects community values	
• Based on evidence-based and effective practices	
6. ENFORCEMENT	
There are consistent enforcement strategies in the policy:	
• A clear system for monitoring, identifying, and reporting violations	
• Training and support for those expected to enforce the policy	
• Provisions for due process	
7. CONSEQUENCES	
Consequences are clearly stated and are reflective of community values:	
• Address alcohol and other drug use by:	
▪ Students	
▪ Staff and other adults	
• Based on evidence-based practices	
• Reflect community values and are supported by the community	
• Age-appropriate	
• Appropriate to the situation	
• Clearly aligned to violations	
• Clearly defines criteria that can increase or reduce the consequences	
8. INTERVENTION AND TREATMENT	
There are provisions for interventions in the policy, including:	
• Assessment and screening of substance use treatment needs	
• A system to connect students with necessary services and programs (either in school or by referral), which may include:	
▪ Student Assistance Teams	
▪ Preventative interventions for youth who are not in need of treatment	
▪ Counseling for youth who need treatment	
The policy has referral and treatment protocols, including:	
• Substance use screenings and assessments provided by trained staff	
• Treatment services either in school or by referral	
9. REVIEW/REVISION	
There are procedures to periodically review and revise the policy, including:	
• Timetable for periodic review and revision	
• Procedure to convene a policy committee	
• Process to evaluate, review, and revise the policy	

1. Philosophy Statement/Definitions

KEY PRINCIPLE: *Our school is committed to the safety and well-being of our students, staff, and families.*

A strong philosophy statement demonstrates your school's commitment to promote a healthy and safe environment for your students, staff, and community.   It establishes a "big-picture" approach that defines the policy as a positive, preventive action rather than a disciplinary tool. It also defines and distinguishes all terms used in the policy, including prohibited substances and activities.

A comprehensive school substance use policy philosophy statement should include the following:

- ❑ A clear statement about the need to prevent and address substance use as part of creating a healthy, safe, and positive school climate.

- ❑ A rationale and the goals the policy aims to accomplish.
    - Why is the policy being developed and implemented?

- ❑ The population(s) to which it applies.
    - Who will be affected by the policy? Students? Visitors? Staff?

- ❑ Clearly written text that will be easily understood by diverse audiences.

- ❑ Clearly defined and distinguished terms.

Sample Philosophy Statement
from the Maine School Management Association (MSMA)

The School Board and staff of the school unit support a safe and healthy learning environment for students which is free of the detrimental effects of drugs and alcohol. Accomplishing this goal requires a cooperative effort among school staff, students, parents, law enforcement and organizations concerned with the use of drugs and alcohol by school-aged youth.

To promote the safety, health and well-being of students, the School Board endorses a three-pronged approach to address the issue of drug and alcohol use: prevention/education, intervention and discipline. The Superintendent is responsible for developing appropriate administrative procedures, curricula and programs to implement this policy.

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2. Community Involvement

KEY PRINCIPLE: ***The school should reflect the input and involvement of diverse stakeholders.***

School substance use policies are most effective when they reflect the values and commitments of all members of the school community. To create this "grass-roots" support, the process of policy development should include a wide representation of interested parties, including students, families, staff, and community members. School policies will have the most impact if they are aligned with community efforts to prevent or address youth substance use. Community prevention or treatment professionals are valuable resources for advice and expertise.

In creating or revising school policy, broad community participation on the Substance Use Policy Committee is encouraged. School District Policy Committees are typically standing sub-committees of the School Board that meet regularly during the school year. These committees work to ensure the school's policies are consistent and current with all state and federal laws. They also may propose new or amended policies to be considered by the entire school board. Ensure Policy Committee meetings are accessible to all members of the school community by scheduling them at times and locations convenient to all members, including those who work outside of the school.

Where possible, a Substance Use Policy Committee should include:

- ❑ **Students:** a diverse group of students with different interests and peer groups.
- ❑ **Parents/guardians and family members:** include parents who are already engaged with the school (PTO, boosters), parents not yet engaged, and reach out to families who may have experience with substance use and recovery.
- ❑ **School administrators, school board members, and staff:** include teachers, school counselors, social workers, nurses, coaches/athletic directors, and co-curricular advisors.
- ❑ **Law enforcement:** include local police or sheriff, school resource officers, juvenile community corrections officers, and Drug Enforcement Agency.
- ❑ **Substance abuse prevention and treatment specialists**.

3. Communication

KEY PRINCIPLE: *All members of the school community should be informed about the school substance use policy and understand what the policy means for them.*

Community knowledge and understanding are critical aspects of creating a successful and effective school substance use policy. Research shows that a clear understanding of the consequences of drug and alcohol use discourages young people from engaging in those behaviors. The Maine Integrated Youth Health Survey consistently indicates that high school students who believe they would be caught are less likely to use substances than their peers. As part of the process of developing your policy, create a clear, written plan that informs all community members of the new or revised policy and explains the reasoning behind it. In promoting the new school policy, explain why it is a positive change for the school and community.

Recommendations for communicating about the policy:

❑ Provide opportunities for community members to learn about the policy by distributing it widely:
- Display the policy on school and town bulletin boards and websites and include in local newsletters.
- Partner with local media to promote the new school policy.
- Include a copy of the policy in your faculty handbook or include it as a part of new employee orientation.

- Convene a community forum, or designate time during a town meeting to present the policy to the public.

❑ Engage directly with members of the school community:
- Review the policy with all staff at the beginning of each school year, and with all students during orientation.
- Ensure all parents receive the policy annually and require parents and students sign an agreement stating they reviewed it.

❑ Ensure co-curricular policies – policies that apply to sports teams, clubs, or school events – clearly identify and address consequences of substance use:
- Disseminate the policy to coaches and advisors before the season begins and ensure they address the policy with the participating students and parents, verbally and in written form.

- If participants and parents are signing a document endorsing their understanding of specific club or team policies, make sure expectations and consequences are clear and align with the school substance use policy.
- Provide all participants and parents with a written copy of both the specific team/club policy and the school substance use policy.
- Announce the policy at school functions, such as sporting events, orientations, concerts, and plays as a reminder to attendees.

4. Prevention/Education

KEY PRINCIPLE: *"The primary goal of a substance use policy is to prevent substance use and keep young people healthy and successful."*

Research shows that individuals who begin using substances as teenagers, are more likely to struggle with dependence as adults. Efforts to prevent alcohol and drug use among young people are at the core of a school substance use policy. A policy that is well-communicated and enforced consistently as well as fairly, is key to creating a healthy, safe, and positive school climate. Students who feel safe at school are less likely to use alcohol and other drugs.

Using an evidence-based curriculum is an important element of a school's substance use prevention efforts. Many successful prevention programs have been studied and evaluated for use with students in a classroom setting. For a full list of evidence-based prevention programs that have been reviewed and approved by the federal Substance Abuse and Mental Health Services Administration, visit: https://www.samhsa.gov/ebp-resource-center. Substance use curriculum programs should be part of the school district's health education curriculum and aligned to the Maine Learning Results. For information visit the Maine DOE Health Education website: https://www.maine.gov/doe/learning/content/health

Steps you can take to create a school climate that supports students in staying drug and alcohol free:

❑ Take advantage of opportunities to reinforce that your school is drug and alcohol free. Create a brief, clear statement that is included in print materials like event programs, newsletters, websites, and shared through social media. Make it a routine announcement at events hosted by the school such as athletic events.

❑ Ask staff to be role-models for your school's values about substance use. Suggest that they try to be conscious of the language they use or the stories they tell in front of students so as not to unintentionally send the wrong message.

❑ Be consistent in how the substance use policy is enforced, instilling confidence that all students will be treated fairly.

❑ Train staff on how to respond to students who are struggling with substance use or who may come from families where substance use is a concern. Make sure all students know where they can go to get help for themselves or their friends.

❑ Reward and recognize positive behaviors and actions.

5. Prohibitions

KEY PRINCIPLE: *Our school policy prohibits substances and behaviors according to standards that are agreed upon by our community.*

This section of the policy explains the "who, what, where, when, and how" of prohibited substances and actions. It is essential to be clear and specific in outlining prohibited substances, behaviors, and conduct. Vague or ambiguous policies are difficult to enforce. It is recommended that local law enforcement engage in the policy work to ensure definitions in the policy are consistent with the definitions used in laws and statutes.

For maximum effectiveness, ensure the school policy states:

❑ To whom the policy applies:
- Create clear policy to be followed by students, staff, and visitors.

❑ Where the policy applies:
- School buildings, grounds, and vehicles parked on school property.
- School-sponsored off-campus events, including athletic events and field trips.
- If included in the policy, clearly define prohibitions for non-school events.

❑ Which substances are prohibited and what determines use and/or possession (such as the presence of a substance in a backpack, locker, or car on school property).

❑ What are expectations for behavior:
- Clothing or accessories advertising and/or promoting alcohol or other substances will be prohibited.
- Alcohol and/or drugs are not allowed on school grounds.

❑ The policy is consistent with state and local laws.

❑ The distinction between prescribed medications and misused medications.

Special considerations for co-curricular policies:

❑ When will it apply; year-round, during the school year, or during the sports season?

❑ Where does the policy apply?
- School-sponsored off-campus events, including athletic events and field trips.
- Non school-sponsored off-campus parties.

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6. Enforcement

KEY PRINCIPLE: *The school substance use policy is enforced fairly and consistently for all students.*

This section of the policy describes the ways the policy will be enforced. School policies need to be consistently enforced to be effective. Evidence suggests that when it comes to deterrence, youth certainty of being caught is far more important than the nature of the punishment itself. The Maine Integrated Youth Health Survey (MIYHS) data confirms that when youth believe they are going to get caught, they are less likely to drink alcohol or use other drugs.

In your policy, include a clearly written procedure describing the steps to be taken when violations of the policy occur.

Steps you can take to ensure enforcement is fair and consistent:

❑ Educate all students about the policy and the reasoning behind it *before* violations occur. Emphasize that the purpose of the policy is not to "punish," but to keep all students safe and to support those in need of help.

❑ Make it clear the policy will not deter students from seeking help or support around substance use. Clearly identify staff members (such as school counselors or social workers) who can provide students with treatment or referrals.

❑ Ensure students, coaches, and co-curricular leaders carefully review the policy and consequences before the start of each season.

❑ Educate coaches and co-curricular leaders regarding the importance of consistent enforcement for all students who violate policies.

❑ Provide parents with information about the policy and consequences for violations. Encourage them to discuss the policy with their child.

❑ Encourage staff to act as role models by enforcing rules fairly and supporting responsible behavior.

❑ Communicate with local law enforcement agencies proactively so there is a common understanding of when and how law enforcement will be involved in responding to school substance use violations.

❑ Make it safe for students to report policy violations by other students without fear of repercussions.

❑ Consider providing lessened consequences for self-reported violations so students are more likely to step forward and receive the help they need.

Ensuring Due Process:

A clear description of your school's procedure to ensure due process, including an appeal process, should be included in your policy.

Your substance use policy should clearly state that a violation of the policy may be a violation of the law. Include a specific protocol to follow if a violation occurs. Each school's protocol may differ, but it is important to ensure that yours is a result of a community decision. All who are enforcing the policy should be aware of this protocol.

Your school's appeal process should be clearly outlined. Students and parents need the right to appeal the school administration's decision to the School Board, while protecting the student's privacy.

7. Consequences

KEY PRINCIPLE: *Consequences are clearly stated in the school policy and are reflective of community values.*

This section of your school policy should state which disciplinary sanctions will be imposed for which violations, consistent with local, state, and federal laws. Clear rules and consequences at school serve as protective factors for substance use prevention. The disciplinary section of your policy should clearly detail what consequences will result from each offense. The policy should describe the extent of school authority in the discipline and the specific steps that will be taken depending on the level of offense. These specifications may differ from school to school and will depend on what your school and community agrees are appropriate. This is another reason it is critical to involve a diverse group of community members when writing your policy.

It is especially important that those responsible for enforcing the rules, (school personnel, law enforcement, and community partners), are consistent with consequences and enforcement is appropriate for age and offense. Therefore, it is critical to have open and ongoing communication among staff throughout the school district, and between school staff, community partners, and law enforcement.

Alternatives to suspension

School connectedness can be a powerful protective factor for preventing youth substance abuse. Suspending or expelling students who violate the substance use policy can have negative effects on their academic and emotional success. The Federal Department of Education recommends schools remove students from the classroom as a last resort, and efforts be made to engage with students (and their families) to return them to a positive learning environment as quickly as possible.

Whenever possible, schools are encouraged to consider alternatives to suspension in determining consequences under the school substance abuse policy. These alternative consequences demonstrate that violations are taken very seriously, but keep the student connected to school supports and resources. One type of alternative consequence that has been used successfully in Maine is diversion. Evidence-based diversion programs (such as the Student Intervention Reintegration Program [SIRP]) provide students who violate the substance use policy with information and skills to make low-risk choices about alcohol and drugs.

For more on evidence-based diversion programs in Maine or to make a referral to a class in your area, visit http://sirp.adcareme.org/.

The policy should address actions taken for the following violations:

❑ Suspected of using alcohol or other drugs at school or school-sponsored events.

❑ Found in possession of alcohol or other drugs at school or school-sponsored events.

❑ Found using alcohol or other drugs at school or school-sponsored events.

❑ Selling or distributing alcohol or other drugs at school or school-sponsored events.

Appropriate consequences should be:

❑ Reflective of community values.

❑ Based on evidence or best practice whenever possible.

❑ Consistent, non-discriminatory, and reasonable.

❑ Reviewed, known, and understood by all stakeholders.

❑ Appropriate to:
- Level of offense.
  - o For example, supplying or distributing alcohol or other drugs is given a greater consequence than possession or use of alcohol or other drugs.
- Age and/or development of offender.
- Circumstances of the incident and/or substance used.
  - o For example, first-time offenses versus repeated offenses will carry different consequences.
- The school's available resources.

❑ Enforceable.

❑ Predictable.

❑ Not unreasonably severe or punitive.

❑ Able to separate the student from the behavior, i.e. does not result in "labeling" the student as a troublemaker or substance user, which can result in feeling stigmatized.

Suggestions for applying consequences:

❑ Involve parents and/or guardians and the student when choosing the consequence or intervention.

❑ Use loss of privileges that do not restrict educational opportunities.

❑ Use out-of-school suspension or expulsion only when deemed absolutely necessary.

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❑ Offer alternative consequences, such as diversion programs.

❑ Ask the student to write personal reflection, including how substance use might interfere with their goals.

❑ Partner with law enforcement when determining consequences.

❑ Provide referrals for evaluation, counseling, and/or treatment (See Section 8, Treatment).

Special considerations for co-curricular activities:

In athletic or co-curricular settings, consider using loss of privileges that do not result in complete expulsion from the group or team. For example, allow the student to continue to practice, but not play a specified number of games.

8. Intervention and Treatment

KEY PRINCIPLE: *"Our school community is committed to helping students who are struggling with substance use get the help they need."*

Research indicates many individuals who misuse substances begin developing these unhealthy patterns of behavior as adolescents. Intervening with students who are using substances provides an opportunity for education, treatment, and support. In addition to disciplinary responses, policies should include language that encourages student supports, intervention, and/or treatment. This may include encouraging the use of diversion programs, identifying local community referrals and youth treatment programs, and providing staff training and education. The policy may also identify those within the school or community who are responsible for assessing and developing intervention plans with students who are at risk of substance abuse.

For information on local intervention and treatment programs in your area, search:

❑ 2-1-1 Maine: A comprehensive state-wide directory of over 8,000 health and human services available in Maine. http://www.211maine.org/

9. Review/Revision

KEY PRINCIPLE: *"There are provisions for periodically reviewing and revising the policy."*

This section of the policy describes your school's procedures to periodically review and revise the substance use policy. The school district's policy committee should be convened at least every two years to review the implementation and effectiveness of the policy. A regularly scheduled review process keeps the content current and reinforces its importance.

Evaluation should always be part of policy review. Consider what data you will need to collect regarding the effectiveness of the policy, so the data can help shape your revisions.

To effectively evaluate, review, and revise the policy:

❑ Include key stakeholders in the process.

❑ Outline a realistic timetable.

❑ Describe the procedure to be followed by the policy committee.

❑ Evaluate how the policy is or isn't working.

❑ Ask students, parents, administrators, staff, community partners, and law enforcement for feedback regarding the policy, its enforcement, and its impact.

❑ Review data regarding substance use rates as measured by student survey data (for Maine Integrated Youth Health Survey data, go to https://maine.gov/miyhs/). If your school district participated, you should be able to get district level data.

❑ Develop a process for gathering additional information as needed.

❑ Examine new research, strategies, and resources since the policy was last reviewed.

❑ Review the policy with help from legal advisors.

Special considerations for areas of review:

Medical Use of Marijuana

The ME CDC recommends seeking legal counsel and obtaining more information from the Office of Marijuana Policy when developing policy regarding the use of medical marijuana on school grounds.

According to the Maine Revised Statute 2423-A; F1 (MRS 2423-A; F-1) a patient may obtain or receive marijuana for their own use without designating a caregiver or a dispensary, unless that patient has not reached the age of 18 or if that patient is enrolled in a preschool, primary, or secondary school. In that case, a caregiver must be designated, and the caregiver can possess and administer harvested marijuana for the patient's use.

In MSRA 2426 1-A, the law allows exceptions for schools to these limitations. A designated caregiver or parent, legal guardian, or person having legal custody of the qualifying patient may possess and administer harvested marijuana in a school bus and on the grounds of the preschool, primary, or secondary school in which the patient is enrolled if:

A. A medical provider has provided the qualifying patient with a current written certification of the medical use of marijuana

B. Possession of the harvested marijuana is for the purpose of administering marijuana to the qualifying patient.

C. The parent, legal guardian or person having legal custody of the qualifying patient enrolled in the preschool, primary, or secondary school has notified the school that a caregiver has been designated on behalf of the qualifying patient to possess and administer harvested marijuana to the qualifying patient.

Harvested marijuana possessed or administered in accordance with this subsection may not be in a form that permits the qualifying patient to engage in smoking. Smoking does not include the use of a nebulizer.

ENDS

Electronic Nicotine Delivery Systems (ENDS), also known as electronic cigarettes, vaporizers, vape products, among others, are considered tobacco products under state law. Possession and/or use of these products may fall under a school tobacco policy, but it is important to note that many of these devices are especially popular with young people and may be used or modified for the use/co-use of other substances.

Thank you for caring about the youth of Maine and taking the time and effort to create a healthy, safe school environment for students, staff, and community members.

APPENDICES

Appendix A: Resources

Appendix B: Risk and Protective Factors

Appendix C: School Substance Use Policy Action Plan

Appendix D: Policy Example

Appendix A: Resources

GENERAL:
- ❑ Maine CDC Tobacco and Substance Use Prevention and Control (TSUP): https://preventionforme.org/

- ❑ Maine's Office of Substance Abuse and Mental Health Services (SAMHS): http://www.maine.gov/dhhs/samhs/osa/

- ❑ AdCare Educational Institute of Maine: http://adcareme.org/

- ❑ U.S. Department of Education School Climate & Discipline Resources: http://www2.ed.gov/policy/gen/guid/school-discipline/index.html

- ❑ Office of National Drug Control Policy (ONDCP): http://www.whitehousedrugpolicy.gov

- ❑ National Association for Children of Addiction, *CHILDREN IMPACTED BY ADDICTION: A Toolkit for Educators*: https://www.addictionpolicy.org/hubfs/Kit4Teachers_2018.pdf

- ❑ Maine Office of Marijuana Policy, https://www.maine.gov/dafs/omp/

PREVENTION:

- ❑ Maine CDC Substance Use Prevention Team: https://www.maine.gov/dhhs/mecdc/population-health/prevention

- ❑ Maine CDC Prevention Store: https://www.mainepreventionstore.com

- ❑ MaineHealth Center for Tobacco Independence, *Tobacco-Free School TOOLKIT*: https://breatheeasymaine.org/policy-implementation/education

- ❑ Maine DOE Bullying Prevention: https://www.maine.gov/doe/schools/safeschools/bullying

- ❑ Federal Substance Abuse and Mental Health Services Administration (SAMHSA)'s Evidence-Based Practices Resource Center: https://www.samhsa.gov/ebp-resource-center

- ❑ SAMHSA Publications Ordering (free prevention and treatment resources from the Substance Abuse and Mental Health Services Administration): https://store.samhsa.gov/

INTERVENTION/ALTERNATIVES TO SUSPENSION:

- ❑ AdCare's Student Intervention and Reintegration Program: http://sirp.adcareme.org/

❑ PRIME for Life -Universal: AdCare (Holly Kiidli; hkiidli@adcareme.org)

TREATMENT:

❑ 2-1-1 Maine: A comprehensive state-wide directory of over 8,000 health and human services available in Maine. https://211maine.org/ The toll free 2-1-1 hotline connects callers to trained call specialists who can help 24 hours a day, 7 days a week.

RECOVERY:

❑ SAMHS listing of support resources in Maine: https://www.maine.gov/dhhs/samhs/gethelp

❑ Maine Alliance for Addiction Recovery (MAAR): https://www.mainealllianceforaddictionrecovery.org

Appendix B: Risk and Protective Factors for Youth Substance Use

	Risk Factor	Protective Factor
Age of onset (when someone begins using alcohol or drugs)	The earlier the age at which someone starts using alcohol or other drugs, the greater the risk that they may develop problems with substance abuse later in life.	Delaying alcohol use until the legal drinking age reduces the risk of developing alcohol-related problems as an adult.
Poor school achievement and low school connectedness	Students who have low commitment to school, poor achievement, or significant academic disruption are more likely to become involved with alcohol or drug use.	Students who are connected to school and perceive their school environment as supportive are less likely to use substances.
Youth perception that their parents approve/disapprove of their alcohol or drug use	Young people who believe their parent(s) approve of or are indifferent to their substance use are at greater risk for using drugs or alcohol.	Youth who perceive that their parent(s) strongly disapprove of alcohol or drug use are less likely to use substances.
Peers engaging in problem behavior	Youth who report that many of their peers use alcohol or drugs are more likely to report using substances themselves.	Young people who have strong social relationships with peers who do not use substances are less likely to use drugs or alcohol.
Early and persistent problem behaviors, risk-taking, and high sensation-seeking	Young people who display aggressive or anti-social behavior as children are more likely to abuse drugs and alcohol throughout adolescence and adulthood.	Positive social skills and relationships reduce the risk that a young person will engage in problem drug and alcohol behaviors.
Parental monitoring (or perception of monitoring)	Young people whose parent(s)/guardians don't monitor their activities and behaviors are more likely to use substances.	Parent(s)/guardians who pay close attention their teen's activities decrease the likelihood that their child will use alcohol or drugs.
Parent or older sibling drug or alcohol use	A family history of substance use or abuse is a significant risk factor for adolescents' use of alcohol or drugs.	Youth who do not have a family history of substance use have a lower risk of drug and alcohol use.
Low perception of harm	Youth who perceive little or no risk of harm from alcohol or drug use are more likely to engage in those behaviors.	Youth who perceive drug and alcohol use as very risk or causing significant harm are less likely to use substances.
Strong parental relationships and family cohesion	Youth who do not have supportive family relationships are at higher risk for substance use and abuse.	Adolescents who have close relationships with their parent(s)/guardians are less likely to use substances.
Youth access and availability	Youth who have easy access to alcohol or drugs (from friends, family, or parties) are more likely to have increased use of substances.	Youth who do not have regular access to alcohol or drugs are less likely to engage in substance use behavior.

For citations and more information, visit: https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/risk-protective-factors

Appendix C: School Substance Use Policy Action Plan

Directions: This template can serve as an action plan to provide a road map for creating/evaluating/reviewing/revising your policy.

Action Steps *What Will Be Done?*	Responsibilities *Who Will Do It?*	Timeline *By When? (Day/Month)*	Resources A. Resources Available B. Resources Needed (financial, human, political & other)	Potential Barriers A. What individuals or organizations might resist? B. How?	Evidence of Success A. How will you know that you are making progress? B. What are your benchmarks?
Step 1:			A. B.	A. B.	
Step 2:			A. B.	A. B.	
Step 3:			A. B.	A. B.	
Step 4:			A. B.	A. B.	
Step 5:			A. B.	A. B.	

Appendix D: Policy Example from South Portland High School

SPHS Substance Use Policy Violation Response Plan

Name:_____ Grade:_____ Date of
Violation:_____

The purpose of the school substance use policy is to create a safe, substance free learning environment for all students and to help students abstain from using alcohol, nicotine and other drugs. By violating the policy, you have put yourself and other students at risk. The process outlined in the school policy for violations gives you the opportunity to reflect upon your actions, consider what caused you to make the decision you made, repair any harm those actions may have caused and while also providing you with additional help and support you may need to not use substances at school or school sponsored events in the future. This response plan will guide you through the process.

Primary point of contact at SPHS is: _____
Email or phone number?
If you or your parents/guardians have any questions throughout the process, please connect with your primary point on contact.

Step #1 Assessment:
You will complete a behavioral health assessment with _____ (school or Day One social worker).

Assessment Date: _____ Time: _____

Social worker signature_____

Step #2 Response Plan Meeting:
School Administration and social worker will meet with you and your parents/guardians to determine what the appropriate response to the substance use violation should be based on the assessment of your behavioral health needs, your history of discipline problems, your attitude and responsibility for your actions, and your academic needs.

Response Plan Meeting Date: _____ Time: _____

Location: _____

Step #3 Response Plan:
You must complete the response plan by this date: _____

Your response plan includes:

- Meetings with the social worker   How many meetings? _____

  Name of social worker: _____

  Date of meeting #1_____   Social worker signature_____
  Date of meeting #2_____   Social worker signature_____
  Date of meeting #3_____   Social worker signature_____
  Date of meeting #4_____   Social worker signature_____
  Date of meeting #5_____   Social worker signature_____
  Date of meeting #6_____   Social worker signature_____

- SIRP (Student Intervention and Reintegration Program)
    Date of SIRP: _____

    Location: _____

    SIRP contact information: _____

- Nicotine Intervention
    Date of intervention: _____   Location: _____

    Signature of Staff: _____

- Supported In-School Suspension (ISS)
    Number of Days: _____ Please see ISS Schedule for details
    Supported ISS will include:
    - Restorative Reflection
        (dates & times of reflection to be written into ISS schedule)
    - Community Service:
        Service work: _____
        Contact: _____
        (dates & times of service to be written into ISS schedule)
    - Academic Support
        Contact: _____
        (dates & times of academic support to be written into ISS schedule)

Step #4: Restorative Reentry Meeting
Once you have completed the response plan, you, your parents/guardians, social worker, school staff, and an advisor or teacher.
Restorative Reentry Meeting Date: _____ Location: _____

Facilitated by: _____

_____

By signing, you are agreeing to complete the response plan outlined above. If you do not complete all the items listed above, you may be asked to complete your suspension out of school and the superintendent will be notified.

_____   _____
Student Signature   Date

_____   _____
Parent/Guardian (if available)   Date

_____   _____
School Administrator   Date

In School Suspension Schedule:

Day #_____ Date: _____

Block	Where you should be	What you should be doing	Signature of staff
Before school			
Block 1			
Block 2			
Block 3			
Lunch			
Block 4			
After school			

Additional instructions:

Duplicate schedules as needed.

Special thanks to Independent Health Consultant, Liz Blackwell-Moore, to LeeAnne Dodge of the Drug Free Community Coalition of South Portland (SoPo Unite-All Ages, All In) and to the South Portland High School for sharing their alternative to suspension process.

Maine Center for Disease Control and Prevention
Tobacco and Substance Use Prevention and Control Program
(207) 287-4627
TTY: Use Maine Relay: 711
E-mail: tsup.dhhs@maine.gov
Web: https://www.preventionforme.org

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