

Substance Use Prevention & Intervention Plan
2023-2024



Substance Use Prevention & Intervention Plan 2023-2024

Background:

In order to address the results of the 2022 Texas School Survey of Drug and Alcohol Use, Prevention Programming, in conjunction with the RISD LiveWiseLiveHealthy Initiative, seeks to provide districtwide comprehensive, evidence based, substance use prevention programming (K-12) in order to increase protective factors and reduce risk factors in children and youth.

Superintendent Branum tasked district personnel with creating a Drug and Alcohol Task Force in the spring of 2023. The recommendations provided by the Task Force guided the direction of this prevention and intervention plan.

For effective implementation, we have included a strategy within the District Improvement Plan:

DIP Goal #1:

We will design and implement systems that provide the necessary structure, support, and tools to ensure that staff and students achieve individual growth.

Performance Objective #1:

Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.

Strategy #21:

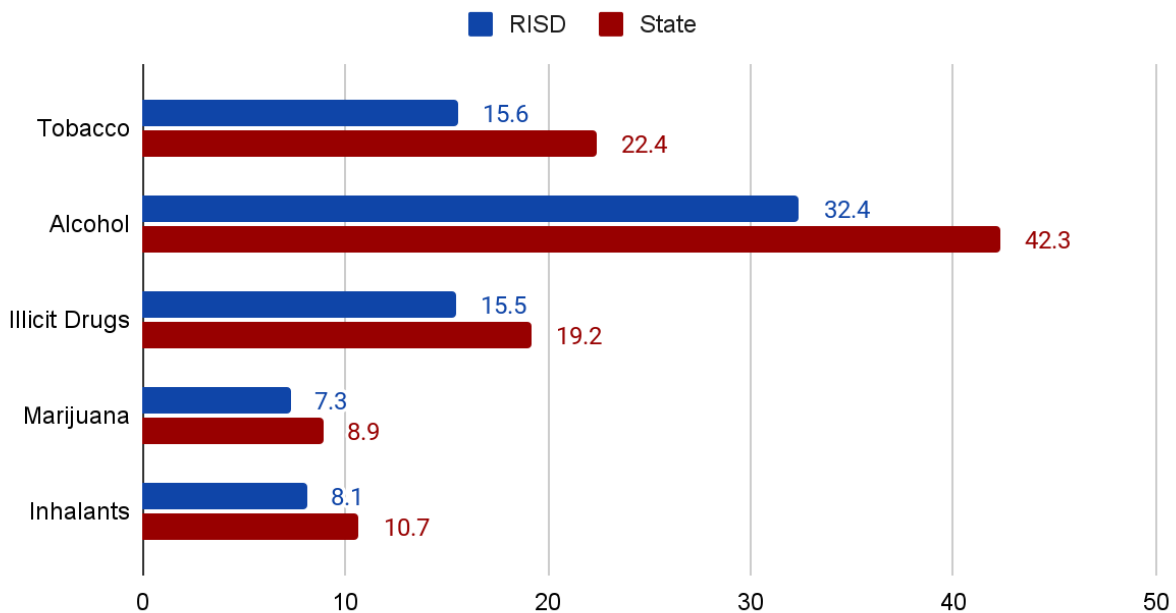
Provide evidence-based substance use prevention and intervention programming. Prevention includes elementary drug and vaping prevention education, secondary advisory lessons; intervention includes first offenders program for nicotine, marijuana/THC/alcohol, individual and group counseling, outside resource referrals, and other curriculum based support.

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Texas School Survey of Drug and Alcohol Use Spring 2022

Every two years, districts can participate in the Texas School Survey of Drug and Alcohol Use provided by Texas A&M University in connection with the Department of Health and Human Services. This survey is given to a representative sample of students in grades 7-12 covering topics including age of first use, frequency of use (both monthly and since first use), parent opinion on usage, and school involvement. All secondary campuses in RISD participated in the survey with a representative sample of 4,380 students. RISD plans on participating in the survey again in the spring of 2024.

Prevalence of Lifetime Usage in RISD



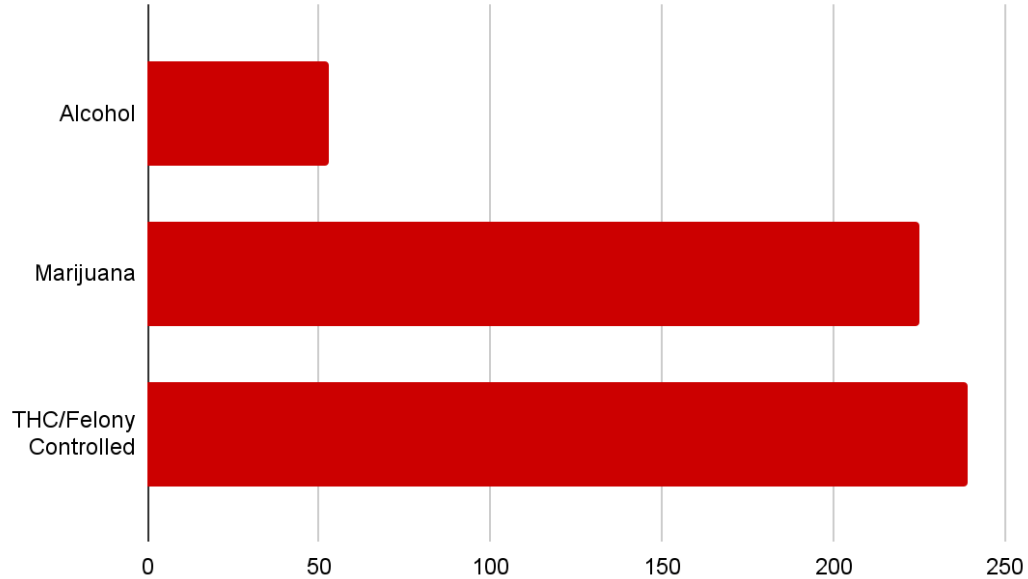
Summary:

The results of the Texas School Survey of Drug and Alcohol Use indicated that while RISD falls under the state usage, our students struggle with alcohol use, marijuana, tobacco and other illicit drugs such as illegal prescription drug use. Additionally, students reported a low perception of harm for these substances which indicates a lack of understanding of harm for each area of substance use. Close to 20% of students reported that either they did not know their parents opinions on substance use or their parents did not care whether they used substances.

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CMLC Data:

CMLC Substance Use Referrals 22-23



Summary:

While alcohol was the most reportedly used substance according to the Texas School Survey of Drug and Alcohol Use, it accounted for the lowest number of CMLC student referrals (53), followed by marijuana (225), and THC (239) during the 22-23 school year. Compared to the 21-22 school year, alcohol referrals increased by 73%, marijuana by 68%, and THC by 49%. The **Substance Use Violation Educational Intervention** classes (see page 8) offered during the 22-23 school year were open to all students with substance use referrals.

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Prevention Programming Mission:

Provide districtwide comprehensive, evidence based, drug and violence prevention programming (K-12) in order to increase protective factors and reduce risk factors in children and youth.

Evidenced-based Prevention Strategies include:

- Building and strengthening a student's life and coping skills
- Connecting students to caring adults and activities
- Providing opportunities to interact with prosocial and nonviolent peers
- Intervening to lessen harm and prevent future risks
- Promoting positive learning environments

Prevention Curriculum and Tools

K-3rd Grades:

- Time to A.C.T. Lessons
 - Teaches students to Acknowledge, Care, and Tell a trusted adult when something isn't right (someone is upset, harmful behaviors, bullying, substance use, self harm)
- Bullying Prevention
 - How to be an upstander and speak up for themselves and others
- Managing Emotions
 - Understanding and recognizing "big feelings"; it's okay to have feelings
- Coping Skills
 - Skills and strategies when we are having "big feelings"
- Substance Use
 - Understanding the difference between drugs, candy, and medicine
 - Understanding the effects of drugs
 - What to do if you are unsure/refusal skills

4th - 6th Grades:

- Time to A.C.T. Lessons
 - Teaches students to Acknowledge, Care, and Tell a trusted adult when something isn't right (someone is upset, harmful behaviors, bullying, substance use, self harm)
- Bullying Prevention
 - How to be an upstander and speak up for themselves and others

- ***Too Good for Drugs:***
4th Grade

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Lesson 1 - Setting Reachable Goals
Lesson 2 - Making Responsible Decisions
Lesson 3 - Identifying and Managing Emotions

Lesson 4 - Effective Communication
Lesson 5 - Bonding and Relationships
Lesson 6 - Managing Peer Pressure
Lesson 7 - Effects of Alcohol Use
Lesson 8 - Effects of Nicotine Use and Vaping
Lesson 9 - Safe Use of OTC and RX Medication
Lesson 10 - Making Healthy Choices

5th Grade

Lesson 1 - Setting Reachable Goals
Lesson 2 - Making Responsible Decisions
Lesson 3 - Identifying and Managing Emotions
Lesson 4 - Effective Communication
Lesson 5 - Bonding and Relationships
Lesson 6 - Safe Use of RX and OTC Medications
Lesson 7- Peer Pressure Refusal
Lesson 8 - Effects of Nicotine Use and Vaping
Lesson 10 -Effects of Marijuana Use and Course Review

6th Grade

Lesson 1 - Setting Reachable Goals
Lesson 2 - Making Responsible Decisions
Lesson 3 - Identifying and Managing Emotions
Lesson 4 - Effective Communication
Lesson 5 - Bonding and Relationships
Lesson 6 - Effects of Alcohol Use
Lesson 7 - Effects of Nicotine Use and Vaping
Lesson 8 - Effects of THC and Marijuana Use
Lesson 9 - Safe Use of OTC and RX Medication
Lesson 10 - Street Drugs and Course Review

- *You and Me Together Vape Free - Stanford Medicine's Nicotine Use Prevention Program*

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7th-12th Grades:

The More You Know:

Similar to I Know What To Do Day, a week of mandated advisory lessons on the top substances of concern in RISD.

THC/Cannabis Prevention: Oct. 23rd-31st (aligns with Red Ribbon Week)

Curriculum: *Smart Talk: Cannabis Prevention & Awareness Curriculum* is a theory-based and evidence-informed curriculum created by the Stanford REACH Lab, Youth Action Board, educators, healthcare providers, and scientists across the U.S.

Lesson 1 - Full of Potential: Your Brain Cannabis Free (Part 1)

Lesson 2 - Full of Potential: Your Brain Cannabis Free (Part 2)

Lesson 3 - Healthy Body, Healthy YOU-th, Effects of Cannabis on the Body (Part 1)

Lesson 4 - Healthy Body, Healthy YOU-th, Effects of Cannabis on the Body (Part 2)

Lesson 5 - Stress Coping and Wellness

Rx/Fentanyl Lessons: January 16th-19th

Curriculum: The curriculum for prescription drug and fentanyl awareness will be a combination of fentanyl awareness lessons from Song for Charlie, district created lessons, and EVERFI.

Lesson 1: Fentanyl Awareness Lessons

Lesson 2: [Prescription Drug Safety Training for High School Students \(1-3\)](#) - EVERFI

Lesson 3: [Prescription Drug Safety Training for High School Students \(4-6\)](#) - EVERFI

Lesson 4: [Stress Management Lesson](#)

Alcohol Lessons: March 25th-29th

Curriculum: *EVERFI* empowers educators to bring real-world learning into the classroom and equip students with the skills they need for success—now and in the future. With EVERFI's digital health and wellness curriculum, kids are taught that the choices they make and habits they form now become the foundation for the lives they lead as adults.

[Alcohol Education- Underage Drinking Prevention - EVERFI](#)

Lesson 1: Values and Goals; Challenging Common Myths

Lesson 2: Knowing Your Influences

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Lesson 3: Alcohol and the Brain and Body
Lesson 4: Smart Decisions
Lesson 5: Alcohol's Effect

HB 3144 and 3908:

The 88th Legislature and Governor Abbott signed HB 3144 into law stating that October is Fentanyl Awareness month and HB 3908 states that the Governor will assign a week to fentanyl awareness. The specific week has not yet been designated, so we will continue with our plan for January and The More You Know fentanyl and prescription drug prevention lessons. We will provide campus posters, parent messages, and social media posts about the dangers of fentanyl during the month of October as well.

Additional Prevention Strategies:

Parent and Staff Trainings scheduled so far:

Current Drug Trends Presentation (Parents and Staff)
October 10, 2023
6:30pm
PDC Auditorium
Speaker: Drew Dutton, Phoenix House CEO

Bullying and Suicide Awareness and Prevention in the Classroom
November 15th
ABC 210-203
Speaker: Suzanne Tsatsoulas

Project Wisdom:

A comprehensive, character education program that includes 1) broadcast messages which encourage everyone to do and be their best, 2) Lessons that integrate character education into all grade levels and/or academic areas, 3) educator messages fostering professionalism, ethical and caring leadership, and improved classroom management 4) "Beyond the Infractions" process designed to turn poor decisions into learning opportunities.

THSCA Coaches vs. Overdoses:

Coaches vs. overdoses is a pilot program to assist in slowing the alarming rate of overdoses amongst students and communities. RISD is participating in the THSCA "playbook" to assist in the district's efforts to reduce substance use. The playbook includes announcements at high school games and parent and student education and information.

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PALs (Peer Assistance and Leadership)

This course is a program in which high school students selected by their peers and school staff are trained to work as peer facilitators with students on their own campus and in their learning community elementary schools. Students are trained in a variety of helping skills which will enable them to assist other students in having a more positive and productive school experience. The course provides practical knowledge and skills for addressing dropouts, substance abuse, violence prevention, depression, absenteeism, and other areas of concern.

PeaceKeepers

The *PeaceKeepers* course is a mediation program offering selected high school students the opportunity to work as trained mediators to help others on their own campus or on feeder school campuses to resolve their conflicts in a peaceful manner. The *PeaceKeepers* course is designed to provide a field experience to young people who are potentially interested in careers in education and/or related helping professions. Participants will receive 4 to 6 weeks of classroom training in skill-building mediation activities. Positive peer influence through nonviolence is a central strategy for addressing such issues as conflict resolution, anger management, low academic achievement, dropout prevention, behavior problems, and negative attitudes toward school, in addition to other issues of concern in the school/district

PIT (PALs in Training) Crew

Junior High/Middle School program designed to develop student leadership skills, development conflict management and resolution skills, as well as provide opportunities for student participation in supporting a positive school climate.

Teens Offering Peer Support (Afterschool Peer Support Groups (Secondary))

The mission of TOPS is to reach and connect as many students as possible to their social, emotional, and academic potential; to provide and teach effective behaviors for supporting peers; to cross multicultural barriers through learning and experience and to model positive life choices for conflict management and goal-setting.

Loving Intervention for Teens (LIFT) Referral Process (Secondary)

LIFT is a comprehensive primary prevention and early intervention program for students in grades 7-12. The program includes a systematic team effort to educate, identify, assess, refer and support students with non-academic barriers which interfere with a student's academic performance.

Communities in Schools Support (Select Campuses)

Providing support for students in the areas of attendance, behavior, and academics. A trained site coordinator focuses on connecting students to additional supports to help them learn, advance in grade level, and graduate.

Restorative Practices Cohort:

8 elementary campuses are participating in the first Restorative Practices Cohort.

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Restorative practices is a field within social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. Restorative practices in schools seek to shift the focus from punishment to reflective learning as part of the discipline process. By strengthening community connections, members become aware how their actions can affect the community.

Restorative Practices helps students take responsibility, makes students aware of consequences, teaches students conflict resolution, builds skills, teaches empathy, and enhances communication skills.

Hope Squads:

Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces youth suicide through education, training, and peer intervention.

Intervention:

SASSI - Substance Abuse Subtle Screening Inventories is a self reporting instrument designed to accurately identify adolescents struggling with substance use. SASSI is a non-punitive tool used to determine the appropriate interventions and support needed. Campus Intervention Counselors are trained to use the SASSI tool to assist students and families.

Substance Use Violations Educational Intervention:

Secondary students (Grades 7-12) and their parents are offered the opportunity to attend an educational intervention addressing the impacts of THC, Marijuana and Alcohol. (Students successfully completing this class will earn a reduction in days at DAEP.) Classes are held as needed and take place on Saturday from 8:45 a.m. -1:15 p.m. at an RISD facility.

Highlights of the **student portion:** (8:45-12:15)

Students share their personal experiences with alcohol, marijuana or THC/ age of first use, frequency of use, etc.

- Explore information in the areas of:
 - Mental Health
 - Stress and symptoms of stress, identified personal stressors and triggers
 - Positive coping strategies

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- THC, Marijuana, Alcohol and the Teenage Brain
- Stages of Addiction
- Personal responsibility
- Personal values and goals
- Decision Making Strategies
- Introduction of Relapse Prevention Plan (Support from Intervention Counselor at CMLC and Home Campus)

Highlights of the **Parent/Student portion** includes: (12:15--1:15)

- Bonding activities for students and parents
- Explore the impact of the student's decision on student and parents
- Acknowledgement of the need for parent/student supportive relationship
- Share the plan for continued support at CMLC (DAEP) and home campus

In addition, students receive support during their time at CMLC (DAEP) and upon return to their home campus. This course is facilitated by trained RISD staff.

Tobacco Use Violations Educational Intervention:

My Healthy Futures is a curriculum created by Stanford Medicine for students who have been caught using nicotine products. This course provides information and activities designed to help students understand the harms of e-cigarettes and other tobacco products, to help identify reasons for and costs of using, to help students cope with stress, and to provide resources to help students quit.

Curriculum Based Support Groups:

Kids/Youth Connection is an evidenced based program where children and youth, in small group settings are taught a set of essential life skills to help them learn how to: cope with difficult family situations, resist negative peer pressure, respect others, set and achieve goals, make healthy choices, and refuse alcohol, tobacco and other drugs.

Transition to Home Campus:

A student transition plan is designed to support the student's successful return to the home campus upon completion of the DAEP placement. RISD will promptly complete an individual plan for a student who has completed an assignment to a DAEP. The home campus will coordinate the student's transition back to the campus and will convene appropriate staff and other professionals, as appropriate, to provide recommendations including: school counselors, school peace officers/resource officers, classroom teachers (who are or may be responsible for plan implementation), licensed clinical social workers, campus behavior coordinators, other appropriate school personnel. The plan may also include recommendations for counseling, behavioral management, or academic assistance with a concentration on the student's academic or career goals; recommendations for assistance obtaining mental health services

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provided by the district, a local mental health authority, or another private or public provider; the provision of information to the student's parent/guardian about the process to obtain a full and individual evaluation if the student might be eligible for special education services; and a regular review of the student's progress toward the student's academic or career goals.

Resources:

[Youth 180 - Programs](#)

Phoenix House

Grant Halliburton Foundation

New Directions Counseling

The Counseling Place

EMPOWERED Counseling

Carrollton Springs Changes - Mental Health and Addiction Treatment

RISE Recovery

Children's Healthy Teen Recovery Program

Teen Treatment Centers in Dallas Area - Psychology Today

Websites:

[Partnership to End Addiction](#)

[Get Smart About Drugs](#)

[National Fentanyl Awareness Day – Speaker Series](#)

[Rise Recovery](#)

[Just Think Twice](#)

[National Institutes of Health – Prevention Topics](#)

[SAMHSA](#)

[Here for Texas – Mental Health and Addiction Resources](#)